

Table of Contents

Title 28 EDUCATION

Part CXI. Bulletin 118—Statewide Assessment Standards and Practices

Chapter 1.	General Provisions.....	1
Chapter 3.	Test Security	3
Chapter 5.	Test Coordinator Responsibilities	9
Subchapter A.	District Test Coordinator	9
Subchapter B.	School Test Coordinator	10
Chapter 7.	Assessment Program Overview.....	10
Chapter 9.	Kindergarten Developmental Readiness Screening Program.....	11
Chapter 11.	Louisiana Educational Assessment Program for the 21st Century	12
Subchapter A.	General Provisions.....	12
Subchapter B.	Achievement Levels and Performance Standards	12
Subchapter C.	Achievement Level Descriptors	14
Subchapter D.	LEAP 21 Assessment Structure.....	24
Chapter 13.	Graduation Exit Examination for the 21st Century	28
Subchapter A.	General Provisions.....	28
Subchapter B.	Achievement Levels and Performance Standards	28
Subchapter C.	GEE 21 Achievement Level Descriptors	28
Subchapter D.	GEE 21 Assessment Structure.....	33
Chapter 15.	Norm-Referenced Tests.....	38
Chapter 17.	Integrated LEAP for the 21st Century.....	38
Chapter 19.	LEAP Alternate Assessment	38
Chapter 20.	LEAP Alternate Assessment, Level 2	39
Chapter 21.	National Assessment of Educational Progress	39
Chapter 23.	English Language Development Assessment (ELDA)	40
Chapter 25.	Field Testing.....	40
Chapter 27.	Placement Tests	41
Chapter 29.	Graduation Exit Examination ("Old" GEE)	41
Chapter 31.	Louisiana Alternate Assessment-B.....	42
Chapter 33.	Assessment of Special Populations	43
Chapter 35.	Assessment of Students in Special Circumstances.....	47
Index	49

Title 28

EDUCATION

Part CXI. Bulletin 118—Statewide Assessment Standards and Practices

Chapter 1. General Provisions

§101. Purpose

A. Bulletin 118 is intended to provide Louisiana educators and education administrators with a unified and comprehensive guide to testing programs, policies, and procedures in the state.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.1–391.11.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005).

§103. Overview

A. The Louisiana Legislature in Regular Session during the summer of 1997 amended and reenacted R.S. 17:24.4(F) and (G)(1), relative to the Louisiana Competency-Based Education Program, to require proficiency on certain tests as determined by the State Board of Elementary and Secondary Education (SBESE) for student promotion and to provide guidelines relative to the content of Pupil Progression Plans.

B. The amendment and reenactment of the Louisiana Competency-Based Education Program was the result of an ever-increasing demand by Louisiana taxpayers for a better accounting of educational dollars. Act 621, the Public School Accountability Law statute initiated the following guidelines, which continue in the Louisiana Competency-Based Education Program. The Public School Accountability Law called for:

1. the establishment of a program for shared educational accountability in the public educational system of Louisiana;
2. the attainment of established testing standards for education;
3. the provision of information for an analysis of the effectiveness of instructional programs through test assessment results; and
4. the annual assessment of students based on state content standards.

C. The Louisiana Competency-Based Education Program is based on the premise that the program must provide options to accommodate the many different learning styles of students. Every effort is made to tailor the test design and structure to the needs of individual students, including students with special instructional needs who subsequently need test accommodations.

D. The Louisiana Department of Education (LDE) will provide leadership and assistance to school districts in an effort to attain a public system of education that makes the opportunity to test successfully available to all students on equal terms.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 24:4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005).

§105. Testing and Accountability

A. Every school shall participate in a school accountability system based on student achievement as approved by the SBESE.

B. Under No Child Left Behind (NCLB), the Elementary and Secondary Education Act of 2002, a state's definition of Adequate Yearly Progress (AYP) must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students, including students with disabilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005).

§107. Assessment Programs

A. Kindergarten Developmental Readiness Screening Program (KDRSP). Each school district is required to administer an approved screening instrument to each child entering kindergarten for the first time, with the results to be used for placement and planning instruction.

B. Louisiana Educational Assessment Program (LEAP). Criterion-referenced tests in English Language Arts, Mathematics, Science, and Social Studies assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance. The tests assess a student's complex thinking skills as well as knowledge and application of information. These high-stakes tests are tied to promotional policy for grades 4 and 8.

C. Graduation Exit Examination (GEE). Criterion-referenced tests in English Language Arts, Mathematics, Science, and Social Studies assess student performance relative to specific benchmarks established in the state's content standards and provide data for evaluating student, school, and district performance. These high-stakes tests require high school students to meet established achievement levels to be eligible to receive a high school diploma.

D. *Integrated* Louisiana Educational Assessment Program (*iLEAP*). The *iLEAP* will integrate criterion-referenced tests and norm-referenced tests into one program to provide data for evaluating students, schools, and district performance in grades 3, 5, 6, 7, and 9 beginning with the 2005-2006 academic year.

E. LEAP Alternate Assessment, Level 1 (LAA 1). The LAA 1 is a performance-based student assessment that evaluates each eligible special education student's knowledge and skills in targeted areas. It is an "on-demand" assessment, which means the test administrator directs the student to perform a specific task and then scores the student's performance after the task is completed.

F. LEAP Alternate Assessment, Level 2 (LAA 2). The LAA 2 is a criterion-referenced assessment, which is based on modified academic achievement standards that allow students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.

G. English Language Development Assessment (ELDA). The ELDA is a research-based program designed to measure proficiency in reading, writing, speaking, and listening to English of LEP students; the program began in the 2004–2005 academic year.

H. The Iowa Tests. The Iowa Tests of Basic Skills (ITBS), used in grades 3, 5, 6, and 7, and the Iowa Test of Educational Development (ITED), used in grade 9, are norm-referenced tests that provide comparative data to evaluate student, school, and district performance. The last administration of The Iowa Tests occurred in academic year 2004-2005.

I. Graduation Exit Examination ("old" GEE). The "old" GEE measures curricula-based proficiencies in English Language Arts, Mathematics, Written Composition, Science, and Social Studies. The administration of the "old" GEE became a district responsibility beginning with the 2003-2004 academic year.

J. LEAP Alternate Assessment-B (LAA-B). The LAA-B, which was administered from 2000 through 2003, assessed special education students who met specific criteria at their functioning levels in language/reading and/or mathematics, rather than at their enrolled grade levels.

K. National Assessment of Educational Progress (NAEP). Also known as the Nation's Report Card, NAEP is administered nationally to a random stratified sample population of students to gather data about subject-matter achievement, instructional experiences, and school environment.

L. Field Tests. Representative student populations from school districts throughout Louisiana are chosen to field test new items to be used in future statewide assessments, including LEAP, GEE, ELDA, and iLEAP. The items are tested, scored, ranked statistically, and identified as effective or ineffective.

M. Placement Tests. Students from out-of-district or in-state educational settings, such as approved home study programs or nonpublic schools, who wish to enroll in public schools at grades 5 and 9 must take a placement test if they have not taken and met the requirements for LEAP. Students taking the placement test must score basic or above in English Language Arts or Mathematics and approaching basic or above in the other to enroll in grade 5 and score

approaching basic or above in English Language Arts and Mathematics to enroll in grade 9.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1526 (July 2005), amended LR 32:233 (February 2006).

§109. Assessment Populations

A. Classified Populations

1. Definition

Classified Population—a population of students that is identified for educational and accountability purposes.

2. Regular Education Students. These are students who have not been identified as eligible for special education and related services.

3. Special Education Students. This group includes:

a. Students with Disabilities. These are students who have been evaluated in accordance with CFR 300.530-300.536 as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services (*Federal Register*, Vol. 64, No. 48);

b. Gifted and Talented Students. These are students who have been identified as possessing demonstrated or potential abilities that give evidence of high-performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (HR 637-Gifted and Talented Students Education Act of 1999);

c. Section 504 Students. These are students with one or more disabilities according to the regulations for Section 504 of the Rehabilitation Act of 1973, which defines disability as a physical or mental impairment which substantially limits one or more major life activities. (PL95-602 Title 1, Sec.122 [a] [4]-[8]);

d. Limited English Proficient Students. These are students who are aged 3 through 21; who have been enrolled in a primarily English-speaking school for less than a year; who were not born in the United States or whose native language is a language other than English; who are Native Americans or Alaska Natives or native residents of the outlying areas and come from an environment where a language other than English has had significant impact on their level of English language proficiency; or who are migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny them:

- i. the ability to meet the state's proficient level of achievement on state assessments;
- ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
- iii. the opportunity to participate in society.

B. Nonclassified Populations

1. Definition

Nonclassified Population—a population of students that is identified for reasons other than educational or accountability purposes.

2. Homebound Program Students. These are students who are unable to attend school as a result of health care treatment or physical illness and who are assigned a teacher to instruct them at home or in a hospital environment.

3. Approved Home Study Program Students. These students are taught in a program with a state-approved curriculum that is implemented under the direction and control of a parent or a tutor. A *tutor* is defined as a court-appointed guardian under Louisiana law.

4. Foreign Exchange Students. These students are citizens of another nation who have come under the auspices of a specific program to study in U.S. public elementary and secondary schools.

5. Correctional Facilities. These are students attending alternative schools under the Office of Youth Development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1527 (July 2005).

Chapter 3. Test Security

§301. Participation

A. All persons involved in assessment programs must abide by the security policies and procedures established by the LDE and the SBESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:81.6 et seq., R.S. 416 et seq., and R.S. 441 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005).

§303. Definitions

Access—access to secure test materials by school personnel means physically handling the materials, not reading, reviewing, or analyzing test items, either before or after testing.

Secure Materials—test materials that contain test items or student responses and to which access is restricted. Secure test materials include:

- 1. student test booklets;
- 2. student answer documents; and
- 3. any other materials that contain test items or student responses.

Testing Irregularity—any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:81.6 et seq., R.S. 416 et seq., and R.S. 441 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005).

§305. Test Security Policy

A. The SBESE first approved a Test Security Policy on December 10, 1998. The policy has been periodically revised. The State Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious. The Test Security Policy follows.

1. Tests administered by or through the SBESE shall include but not be limited to:

- a. all alternate assessments;
- b. all criterion-referenced tests (CRTs) and norm-referenced tests (NRTs).

2. For purposes of this policy, school districts shall include:

- a. local education agencies (LEAs);
- b. special school districts;
- c. approved special schools, such as the Louisiana School for the Visually Impaired and Louisiana School for the Deaf;
- d. laboratory schools;
- e. Type 2 charter schools;
- f. Louisiana School for Math, Science, and the Arts; and
- g. participating nonpublic/other schools that utilize tests administered through the SBESE or the LDE.

3. It shall be a violation of test security for any person to do any of the following:

- a. administer tests in a manner that is inconsistent with the administrative instructions provided by the LDE that would give examinees an unfair advantage or disadvantage;
- b. give examinees access to test questions prior to testing;
- c. examine any test item at any time (except for students during the test or test administrators while providing the accommodations Tests Read Aloud or Communication Assistance, Transferred Answers, or Answers Recorded for students determined to be eligible for those accommodations);
- d. at any time, copy, reproduce, discuss or use in a manner inconsistent with test regulations all or part of any secure test booklet, answer document, or supplementary secure materials (e.g., writing prompts, science tasks);

e. coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;

f. provide answers to students in any manner during the test, including provision of cues, clues, hints, and/or actual answers in any form:

- i. written;
- ii. printed;
- iii. verbal; or
- iv. nonverbal;

g. administer published parallel, previously administered, or current forms of any statewide assessment (e.g., Louisiana Educational Assessment Program [LEAP], *Integrated* LEAP [*i*LEAP], Graduation Exit Examination [GEE], Graduation Exit Examination ["old" GEE], LEAP Alternate Assessment, Level 1 [LAA 1], LEAP Alternate Assessment, Level 2 [LAA 2], the English Language Development Assessment [ELDA], or forms K, L, M, A, and B and all new forms of The Iowa Tests as a practice test or study guide;

h. fail to follow security regulations for distribution and return of secure test booklets, answer documents, supplementary secure materials (e.g., writing prompts, science tasks), as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;

i. conduct testing in environments that differ from the usual classroom environment without prior written permission from the LDE, Division of Student Standards and Assessments;

j. fail to report any testing irregularities to the district test coordinator (a testing irregularity is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the LDE, Division of Student Standards and Assessments;

k. participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the section.

4. Each school district as described in this policy shall develop and adopt a district test security policy that is in compliance with the state's test security policy. A Statement of Assurance regarding the LEA's test security policy must be submitted annually to the LDE, Division of Student Standards and Assessments. This statement must include the name of the individual designated by the district superintendent or institution to procure test material. The policy shall provide:

a. for the security of the test materials during testing, including test booklets, answer documents, supplementary secure materials (e.g., writing prompts, science tasks), videotapes, and completed observation sheets;

b. for the storage of all tests materials, except district and school test coordinator manuals and test administration manuals, in a designated secure locked area

before, during, and after testing; all secure materials, including any parallel forms of a test, must be kept in locked storage at both the district and school levels; secure materials must never be left in open areas or unattended;

c. a description and record of professional development on test security, test administration, and security procedures for individual student test data provided for all individuals with access to test materials or individual student test data (access to test materials by school personnel means any contact with or handling the materials but does not include reviewing tests or analyzing test items, which are prohibited);

d. a list of personnel authorized to have access to the locked secure storage area;

e. procedures for investigating any testing irregularities, including violations in test security, such as plagiarism and excessive wrong-to-right erasures identified through erasure analysis;

f. procedures for the investigation of employees accused of irregularities or improprieties in the administration of standardized tests, as required by the amended R.S. 17:81.6;

g. procedures for the investigation of any missing test booklets, answer documents, or supplementary secure material (e.g., writing prompts, science tasks);

h. procedures for ensuring the security of individual student test data in electronic and paper formats.

5. Procedures for investigating missing secure materials, any testing irregularity (including cheating), and any employees accused of improprieties must, at a minimum, include the following.

a. The district test coordinator shall initiate the investigation upon the district's determination of an irregularity or breach of security or upon notification by the LDE. The investigation shall be conducted by the district test coordinator and other central office staff as designated by the district superintendent.

b. The location of the designated secure locked area for storage of materials shall be examined, and the individuals with access to secure materials shall be identified.

c. Interviews regarding testing administration and security procedures shall be conducted with the principal, school test coordinator(s), test administrator(s), and proctor(s) at the identified schools. All individuals who had access to the test materials at any time must be interviewed.

6. Interviews shall be conducted with students in the identified classes regarding testing procedures, layout of the classroom, access to test materials before the test, and access to unauthorized materials during testing.

7. After completion of the investigation, the school district shall provide a report of the investigation and a written plan of action to the state superintendent within 30 calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the

persons involved in or witness to the occurrence. Officials from the LDE are authorized to conduct additional investigations.

8. Test materials, including all test booklets, answer documents, and supplementary secure materials (e.g., writing prompts, science tasks) containing secure test questions, shall be kept secure and accounted for in accordance with the procedures specified in the test administration manuals and other communications provided by the LDE. Secure test materials include test booklets, answer documents, and any supplementary secure materials (e.g., writing prompts, science tasks).

9. Procedures described in the test manuals shall include, but are not limited to, the following.

a. All test booklets, answer documents, and supplementary secure materials (e.g., writing prompts, science tasks) must be kept in a designated locked secure storage area prior to and after administration of any test.

i. Test administrators are to be given access to the tests and any supplementary secure materials only on the day the test is to be administered, and these are to be retrieved immediately after testing is completed for the day and stored in the designated locked secure storage area each day of testing.

b. All test booklets, answer documents, and supplementary secure materials (e.g., writing prompts, science tasks) must be accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

c. Any discrepancies noted in the serial numbers of test booklets, answer documents, and any supplementary secure materials (e.g., writing prompts, science tasks), or the quantity received from contractors must be reported to the LDE, Division of Student Standards and Assessments, by the designated institutional or school district personnel prior to the administration of the test.

d. In the event that test booklets, answer documents, or supplementary secure materials (e.g., writing prompts, science tasks) are determined to be missing while in the possession of the institution or school district or in the event of any other testing irregularities or breaches of security, the designated institutional or school district personnel must immediately notify by telephone the LDE, Division of Student Standards and Assessments, and follow the detailed procedures for investigating and reporting specified in this policy.

e. Only personnel trained in test security and administration shall be allowed to have access to or administer any standardized tests.

f. Each district superintendent or institution must annually designate one individual in the district or institution as district test coordinator, who is authorized to procure test materials that are utilized in testing programs administered by or through the SBESE of the LDE. The name of the individual designated must be provided in writing to the

LDE, Division of Student Standards and Assessments, and included on the Statement of Assurance.

g. Testing shall be conducted in class-sized groups. Bulletin 741 (913(A) states that K-3 classroom enrollment should be no more than 26 students, and in grades 4-12, no more than 33, except in certain activity types of classes in which the teaching approach and the material and equipment are appropriate for large groups. For grades K-8, the maximum class size for Health and Physical Education classes may be no more than 40. Class size for exceptional students is generally smaller Bulletin 741, (915). Permission for testing in environments that differ from the usual classroom environment must be obtained in writing from the LDE, Division of Standards and Assessments, at least 30 days prior to testing. If testing outside the usual classroom environment is approved by the Division of Student Standards and Assessments, the school district must provide at least one proctor for every 30 students.

h. The state superintendent of education may disallow test results that may have been achieved in a manner that is in violation of test security.

10. The LDE shall establish procedures to identify:

a. improbable achievement of test score gains in consecutive years;

b. situations in which collaboration between or among individuals may occur during the testing process;

c. a verification of the number of all tests distributed and the number of tests returned;

d. excessive wrong-to-right erasures for multiple-choice tests;

e. any violation to written composition or open-ended responses that involves plagiarism;

f. any other situation that may result in invalidation of test results:

i. in cases in which test results are not accepted because of a breach of test security or action by the LDE, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met, but individuals will be allowed to retake the test at the next test administration.

11. Individuals shall adhere to all procedures specified in all manuals that govern mandated testing programs.

12. Any individual who knowingly engages in any activity during testing that results in invalidation of scores derived from the Louisiana Educational Assessment Program (LEAP), Graduation Exit Examination (GEE), or Graduation Exit Examination ("old" GEE) shall forfeit the test results but will be allowed to retake the test at the next test administration.

13. Anyone known to be involved in the presentation of forged, counterfeit, or altered identification for the purposes of obtaining admission to a test administration site for any test administered by or through the SBESE or the LDE shall have breached test security. Any individual who knowingly causes or allows the presentation of forged, counterfeited, or

altered identification for the purpose of obtaining admission to any test administration site must forfeit all test scores but will be allowed to retake the test at the next test administration.

14. School districts must ensure that individual student test data are protected from unauthorized access and disclosure. District test coordinators, principals, school test coordinators, and other authorized users of the LEAPweb Reporting System and LEAPdata System must ensure the security of passwords, any disks or CDs with downloaded individual student test data, and student-level test data open on a computer screen. All users must sign a statement guaranteeing they will not share the password with unauthorized individuals and will maintain the confidentiality of student data. A copy of the signed statement should be sent to the district test coordinator to be kept on file. Users who have access to these systems and leave their positions at a district or school site must not use or share the password. District test coordinators are responsible for providing training regarding the security and confidentiality of individual student test data (in paper and electronic format) and of aggregated data of fewer than 10 students.

15. LDE staff will conduct site visits during testing to observe test administration procedures and to ensure that appropriate test security procedures are being followed. Schools with prior violations of test security or other testing irregularities will be identified for visits. Other schools will be randomly selected.

16. Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the SBESE, and any and all laws that may be enacted by the Louisiana Legislature.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.7 (C) (G).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1528 (July 2005), amended LR 32:233 (February 2006).

§307. Change of District Test Coordinator Notification

A. If during the academic year the person appointed as district test coordinator changes, the district superintendent must notify the LDE, Division of Student Standards and Assessments. The notification must be in writing and must be submitted within 15 days of the change in appointment.

1. The old district test coordinator must inform the new district test coordinator of passwords for LEAPweb and LEAPdata, location of placement tests, and location of "Old" GEE testing materials.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006).

§309. Erasure Analysis

A. To investigate erasures on student answer documents for the multiple-choice portions of the state criterion-

referenced and norm-referenced testing programs, the SBESE and the LDE have developed the following procedures.

1. Scoring contractors scan every answer document for wrong-to-right erasures, and the state average and standard deviation are computed for each subject at each grade level.

2. Students whose wrong-to-right erasures exceed the state average by more than four standard deviations are identified for further investigation. For each student with excessive erasures, the proportion of wrong-to-right erasures to the total number of erasures is considered.

3. Based on the criteria for excessive wrong-to-right erasures, scoring contractors produce the following reports.

a. District/School Erasure Analysis Report. This report identifies districts and schools within the districts whose answer documents have excessive wrong-to-right erasures.

b. Student Erasure Analysis Report. This report identifies individual students whose answer documents have excessive wrong-to-right erasures. The answer documents of students identified as having excessive wrong-to-right answers are available for review at the LDE upon request.

4. Once districts, schools, and individual students have been identified, the state superintendent of education sends letters to district superintendents stating that students in those districts have been identified as having excessive wrong-to-right erasures. Based on the number of erasures found, scores for students exceeding the four-standard-deviation criterion will be voided. Individual student reports from the testing program will reflect the voided scores. In the aggregation of scores at the school, district, and state levels, each voided score will have the effect of a zero score. Copies of the District/School and Student Erasure Analysis reports are enclosed with the letters. Copies of the correspondence are provided to the deputy superintendent of education, the assistant superintendent of the Office of Student and School Performance, the director of the Division of Student Standards and Assessments, and the district test coordinator.

5. The local superintendent must investigate the case of the irregularity and provide a report of the investigation and a written plan of action to the state superintendent of education within 30 calendar days.

6. A summary report of erasure analysis irregularities will be presented to the Louisiana Educational Assessment Testing Commission and the SBESE after each test administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1530 (July 2005), amended LR 32:234 (February 2006).

§311. Addressing Suspected Violations of Test Security and Troubling Content in Written Responses (Constructed Responses, Short Answers, and Essays)

A. The Test Security Policy approved by the SBESE requires that the LDE establish procedures to deal with breaches of test security. District authorities provide the LDE information about voiding student tests because of student violations observed during test administration or violations by school personnel or others that have been reported. In addition, the scoring process produces information regarding written responses that have common elements, which indicate a student brought unauthorized materials to testing and used them to assist in writing; that indicate that teacher interference might have been a significant factor, and in which troubling content was evident. Procedures for dealing with these issues follow.

1. Violation by Student as Observed by Test Administrator

a. The test administrator must notify the school test coordinator about any suspected incident of cheating and provide a written account of the incident. Answer documents in such cases should be processed like all other answer documents.

b. The school test coordinator must then convene a school-level test security committee consisting at a minimum of the principal, the school test coordinator, and the test administrator to determine whether a test should be voided.

c. If it is deemed necessary to void the test, the school test coordinator must notify the district test coordinator of the void request in a letter written on school letterhead, signed by the school principal and the school test coordinator. The original account of the incident written by the test administrator must be enclosed.

d. The district test coordinator must then fax a completed void form to the LDE, Division of Student Standards and Assessments, as directed in the *District and School Test Coordinators Manual*. The original Void Verification form, along with a copy of the school test coordinator's request for the void, must also be mailed to the LDE, Division of Student Standards and Assessments, as directed in the manual.

2. Reported Violations by School Personnel or Other Persons. All suspected instances of cheating should be reported directly to the school's district test coordinator for further investigation, and a report of the incident must be sent to LDE, Division of Student Standards and Assessments.

3. Suspected Violations Discovered by Scoring Contractors

a. In addition to erasure analysis for multiple-choice items, possible incidents of the following violations may be discovered during the scoring process:

i. plagiarism. Responses contain exact or almost exact content, and/or words or phrases, and/or format;

ii. use of unauthorized materials. Students brought unauthorized materials into the testing environment and used them to assist in written responses;

iii. teacher interference. Teacher interference is evident in written responses.

b. If possible incidents of violations are discovered in the scoring process, the scoring contractor notifies the LDE, Division of Student Standards and Assessments, of suspect documents with a summary of its findings.

c. Professional assessment and related-content personnel from the Division of Student Standards and Assessments review the suspect documents and determine whether the evidence supports voiding the responses.

d. If voiding is recommended, LDE mails the district superintendent a letter of what was observed during the scoring process that caused the alert and identifies the particular document that was voided. Copies of the correspondence are provided to the deputy superintendent of education, the assistant superintendent of the Office of Student and School Performance, the director of the Division of Student Standards and Assessments, and the local district test coordinator.

i. Within 30 calendar days of the receipt of such a letter, the district must investigate the incident and provide a written plan of action to the state superintendent of education. If the district and/or parent/guardian(s) wish to discuss the situation further or to examine the student responses, a meeting may be scheduled at the LDE offices between staff members from the Division of Student Standards and Assessments, district representatives, and parent/guardian(s).

4. Disturbing Content. If student responses with disturbing content are discovered during the scoring process, the scoring contractor will notify the appropriate staff member at the LDE, Division of Student Standards and Assessments.

a. Professional assessment personnel review the responses. If it is determined that disturbing content causes a compelling need to break confidentiality, LDE will contact the district superintendent by telephone to summarize findings and inform him or her that materials are being mailed regarding the alert.

b. Issues regarding troubling content are for the district's information to assist the student and do not require further communication with LDE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1531 (July 2005).

§312. Administrative Error

A. Administrative errors by school personnel that results in a question regarding the security of the test or the accuracy of the test data are considered testing irregularities. If it is deemed necessary to void the test, the district test coordinator must fax a completed void form to the LDE, Division of Student Standards and Assessments, as directed

in the District and School Test Coordinators Manual. The original Void Verification Form, along with a copy of the account of the incident, must also be mailed to the LDE, Division of Student Standards and Assessments, as directed in the manual.

B. If LEAP English language arts and/or mathematics tests are voided by the district due to administrative error, the LEA superintendent may initiate a request to the state superintendent of education for an opportunity to retest prior to the next scheduled test administration on behalf of individual students who are not eligible for promotion.

C. If a GEE test is voided by the district due to administrative error for a graduating senior, the LEA superintendent may initiate a request to the state superintendent of education for an opportunity to retest prior to the next scheduled test administration on behalf of the individual students who are not eligible for graduation because of the administrative error.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:390 (March 2006).

§313. Viewing Answer Documents

A. A parent, guardian, student, school, or district must place a request to view an answer document through the district test coordinator.

B. The district test coordinator must send a written request to view the answer document to the LDE, Division of Student Standards and Assessments. The request must include:

1. the student's name;
2. the student's state ID number or social security number;
3. the student's enrolled grade;
4. the type of assessment (i.e., LEAP, GEE, LAA 1, LAA 2, iLEAP, ELDA) and the content area of the answer document or documents requested; and
5. the district name and code and school name and code where the student tested.

C. LDE will notify the testing contractor of the request; the testing contractor will send a copy of the requested answer document(s) to LDE.

D. Upon receipt of the requested answer document(s), LDE will contact the district test coordinator who placed the request to schedule an appointment to review the answer document(s).

E. The district test coordinator or his or her designee must accompany the school personnel, parent, guardian, and/or student to the appointment.

F. LDE will black out test items on answer documents prior to viewing. Only the student's responses may be observed.

G. LDE staff will remain in the room during the viewing of the answer document(s). Answer documents may not be copied or removed from the room. Written notes of student responses may not be made.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1532 (July 2005), LR 32:234 (February 2006).

§315. Emergencies During Testing

A. For emergencies (e.g., fire alarms, bomb threats) that require evacuation of the classroom during administration of statewide assessments, the following procedures should be followed.

1. If the room can be locked, the test administrator should direct the students to place the answer document inside the test booklet and leave both on the desk. Before students are allowed back into the room, the test administrator should return to the room, pick up the test booklets, answer documents, and other secure materials, and then distribute them individually to the students when they have returned to their desks.

2. If the room cannot be locked and if at all possible, the test administrators should direct students to place the answer document on top of the test booklet and hand both along with any other secure materials to the test administrator as students file out of the room. Test administrators should carry the documents with them to their designated location outside the building. If return to the building is delayed, the school test coordinator should pick up and check in the materials from the test administrators.

3. If testing has not started prior to the emergency and the students have not yet opened their test booklets and answer documents, testing should start when students return to the room.

4. If students have opened their testing materials to begin testing and test security has been maintained, testing may continue after students return to the room.

5. If the test booklets have been opened and test security has been compromised, testing should not be continued. The answer documents should be sent to the testing company with the responses that were completed prior to the emergency. High school students who did not meet the achievement-level requirements to be eligible for a standard high school diploma will be allowed to retake the test they did not complete during the emergency at the next test administration. Likewise, a student who is unable to complete a LEAP test because of an emergency situation, thereby not meeting the requirements for promotion, will be allowed to retake the test during the next test administration.

6. As a precautionary measure, graduating seniors might be tested together in a single group or in several smaller groups so test security is easier to maintain if there is an emergency.

7. If test security has been compromised, the district test coordinator must notify the LDE, Division of Student Standards and Assessments, as soon as possible.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1532 (July 2005), amended LR 32:234 (February 2006).

§316. Cell Phones and Other Electronic Devices

A. If district and school policy allows for students and personnel to carry cell phones or other similar technological devices with imaging or text-messaging capability, test administrators must make certain that the devices are in the off position while test booklets and answers documents are in the vicinity.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:391 (March 2006).

Chapter 5. Test Coordinator Responsibilities

Subchapter A. District Test Coordinator

§501. District Test Coordinator Role

A.1.A district test coordinator's responsibilities fall into three categories:

- a. making arrangements for testing;
- b. handling and maintaining the security of test materials; and
- c. training school test coordinators, district special education directors/supervisors, district Section 504 coordinators, district student information system coordinators, and principals.

2. Specific tasks include:

- a. submitting enrollment data by the yearly deadline;
- b. appointing a school test coordinator for every school involved in state testing;
- c. scheduling testing and makeup dates and times of state tests based on state-approved schedules;
- d. arranging for testing students enrolled in approved home study programs and nonpublic schools;
- e. coordinating with the district Section 504 coordinator the submission of Section 504 District Data Validation forms to the LDE, Division of Special Populations, Section 504 coordinator;
- f. conducting district training sessions for all principals, school test coordinators, district Section 504 coordinators, district student information system coordinators, district special education directors/supervisors, and district LEP coordinators;
- g. answering questions about test security, administration, and return of materials;

h. receiving and verifying the delivery and return of testing materials;

i. designating an appropriate locked, secure area for storing testing materials;

j. maintaining the security of test materials immediately upon receipt of testing materials from testing contractors and from schools;

k. distributing testing materials to school test coordinators;

l. collecting, assembling, and packaging all testing materials and completing and submitting or filing all forms as instructed in the manuals;

m. arranging for pickup of testing materials for shipment to the scoring contractor as instructed in the manuals;

n. reporting immediately to the LDE, Division of Student Standards and Assessments, any missing test booklets or answer documents and returning them to test contractors if they are found;

o. investigating any testing irregularities and reporting them to the LDE, Division of Student Standards and Assessments;

p. reporting to the LDE, Division of Student Standards and Assessments, instances of students marking in a wrong section of the answer document;

q. submitting all void and test irregularities forms and documentation as instructed in the manuals;

r. returning any secure materials used for test accommodations, such as transparencies or computer disks, to the LDE, Division of Student Standards and Assessments;

s. returning any secure materials used for test accommodations, such as transparencies or computer disks, to the LDE, Division of Student Standards and Assessments;

t. maintaining the district password and all school passwords within the district that are used with LEAPweb Reporting System and the LEAPdata Query System;

u. training district and school users within a district to effectively use the systems; ensure they are familiar with the Family Education Rights and Privacy Act (FERPA) law governing confidentiality of student records, and ensure they have signed a security agreement before receiving a password for access to the LEAPdata Query System;

v. ensuring:

i. that all district/school users maintain the security of and access to all student information obtained via the LEAPweb Reporting and LEAPdata Query systems;

ii. that all school users are aware that student test data shall not be disclosed to anyone other than another school official and only for a legitimate educational purpose.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005).

Subchapter B. School Test Coordinator

§511. School Test Coordinator Role

A. A school test coordinator's responsibilities include:

1. supervising testing procedures and materials control at the school level;
2. scheduling testing dates and times with the district test coordinator;
3. making arrangements for a location to test students with certain accommodations or in the case of untimed tests, students who need time beyond that scheduled to complete testing;
4. scheduling and monitoring makeup testing;
5. notifying the district test coordinator immediately of any missing secure materials;
6. verifying the count of all materials received and reporting any discrepancies to the district test coordinator;
7. ensuring the security of testing materials from the time they arrive at the school until the time they are returned to the district test coordinator;
8. noting any discrepancies in the count or numbering of test booklets or answer documents from that recorded on documents from the scoring contractor;
9. notifying the district test coordinator of additional test booklets, answer documents, or manuals needed;
10. reviewing all manuals in their entirety;
11. conducting a training session in test security and administration for test administrators and all other individuals who have access to secure materials before, during, and after test administration;
12. submitting the Verification of Section 504 forms to the school district Section 504 coordinator by the date established in the district;
13. compiling a list of students approved for accommodations, with the accommodations they are to receive, and providing a list of such students in a testing group to individual test administrators;
14. verifying that classrooms have been prepared for testing (test-related content material removed or covered, sufficient space for students, testing sign on door);
15. distributing materials to test administrators on the appropriate testing day and collecting, checking in and putting into the secure storage area all secure testing materials at the end of each day of testing and during any extended breaks;
16. monitoring testing sessions;
17. supervising test administrators who must transfer student answers from large-print, braille, or other accommodation formats to a scorable answer document;
18. collecting and returning any computer disks or other accommodation-format testing materials;

19. reporting any testing irregularities to the district test coordinator; and

20. packaging test materials as instructed in the manuals for return to the district test coordinator.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1533 (July 2005).

Chapter 7. Assessment Program Overview

§701. Overview of Assessment Programs in Louisiana

A. Norm-Referenced and Criterion-Referenced Testing Programs Since 1986

Name of Assessment Program	Assessment Population	Administered
Kindergarten Screening		
Kindergarten Developmental Readiness Screening Program (KDRSP)	Kindergarten	fall 1987–
Norm-Referenced Tests (NRTs)		
California Achievement Test (CAT/F)	grades 4, 6, and 9	spring 1988–spring 1992 (no longer administered)
California Achievement Test (CAT/5)	grades 4 and 6 grade 8	spring 1993–spring 1997 spring 1997 only (no longer administered)
Iowa Tests of Basic Skills (ITBS) (form L) and Iowa Tests of Educational Development (ITED) (form M)	grades 4, 6, 8, 9, 10, and 11	spring 1998 (no longer administered)
ITBS ITED (form M)	grades 3, 5, 6, and 7 grade 9	spring 1999–spring 2002 (no longer administered)
ITBS ITED (form B)	grades 3, 5, 6, and 7 grade 9	spring 2003–spring 2005 (no longer administered)
Criterion-Referenced Tests (CRTs)		
National Assessment of Educational Progress (NAEP)	grades 4, 8, and 12	spring 1990–
Louisiana Educational Assessment Program (LEAP)	grades 3, 5, and 7	spring 1989–spring 1998 (no longer administered)
Graduation Exit Examination ("old" GEE)	grades 10 and 11	spring 1989–spring 2003 (state administered) fall 2003– (district administered)
Louisiana Educational Assessment Program (LEAP) (ELA and Mathematics)	grades 4 and 8	spring 1999–
LEAP (Science and Social Studies)	grades 4 and 8	spring 2000–
Graduation Exit Examination (GEE) (ELA and Mathematics)	grade 10	spring 2001–

Name of Assessment Program	Assessment Population	Administered
GEE (Science and Social Studies)	grade 11	spring 2002–
Integrated NRT/CRT		
Integrated Louisiana Educational Assessment Program (iLEAP)	grades 3, 5, 6, 7, and 9	spring 2006–
Special Population Assessments		
Louisiana Alternate Assessment, Level 1 (LAA 1)	Students with Individualized Education Programs (IEPs) who meet participation criteria in grades 3–11.	spring 2001–
Louisiana Alternate Assessment, Level 2 (LAA 2)	Grades 4, 8, 10, and 11	spring 2006–
LAA 2	Grades 5, 6, 7, and 9	spring 2007–
Louisiana Alternate Assessment-B (LAA-B) ["out-of-level" test]	Students with Individualized Education Programs (IEPs) who met eligibility criteria in grades 3–11.	spring 1999–spring 2003 (no longer administered)
English Language Development Assessment (ELDA)	Limited English Proficient (LEP) students in grades K–12	spring 2005–

B. As a result of these initiatives, the SBES in May, 1997 approved content standards in English language arts, mathematics, science, social studies, foreign languages, and the arts. The LDE initiated new criterion-referenced tests to align with these standards. In the 1997 Regular Session of the Louisiana Legislature, the state law was changed to require that criterion-referenced tests be given in grades 4 and 8 rather than in grades 3, 5, and 7. In spring 2002, the new state criterion-referenced tests at grades 4, 8, 10, and 11 were completely phased in and previous criterion-referenced tests were phased out.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1534 (July 2005), amended LR 32:235 (February 2006).

Chapter 9. Kindergarten Developmental Readiness Screening Program

§901. Statement of Purpose

A. This Chapter provides for the implementation of local kindergarten developmental readiness screening programs as required by Act 146, Regular Session, 1986. Activities conducted under this Chapter shall be coordinated with other forms of screening conducted by the school district.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (1) (b).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§903. Definitions

Developmental—the process of identifying appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, social-emotional development, auditory discrimination, visual discrimination, and self-help skills.

Readiness Screening—the process of identifying the performance levels, skills, and abilities of young children through gathering of information concerning their physical, intellectual, emotional, and social development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.11, R.S. 17:24.4 (F) (1) (b), and R.S. 17:151.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§905. Target Population

A. Every child entering public school kindergarten for the first time shall be screened with a nationally recognized developmental readiness instrument. If a student is identified as having a disability according to Bulletin 1508 and has a current multidisciplinary evaluation, he or she shall not be excluded from this screening. If appropriate developmental screening information from the current evaluation cannot be used, appropriate adaptations of the developmental screening instrument shall be made. The results of the screening shall not exclude any child who meets the age requirements from entering public school kindergarten.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:139.11, 20, R.S. 17:151.3, R.S. 17:1941, and USCS §1400 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§907. Agency Administrative Participation

A. Screening Instruments. Each school district shall elect and administer one nationally recognized readiness screening instrument from among those recommended by the LDE and approved by the SBES. The results of this screening shall be used in placing children within a regular kindergarten classroom setting and planning their instructional programs to meet identified needs.

B. Administrative Timelines

1. Each school district shall submit to the LDE by the date established by the LDE and annually thereafter the name of the developmental readiness screening instrument selected for system-wide use by the local school board for the purpose of program implementation.

2. Beginning with the 1987-1988 academic year and annually thereafter, screening shall occur within 30 days before or after the opening date of school.

C. Parental Advisement. Beginning with the 1987-1988 academic year and annually thereafter, school districts shall inform the parent or guardian of the results of the individual student's screening.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq., and R.S. 17:139 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

§909. State BESE-Approved Instruments

A. Instruments Approved for Use in 1990. School districts that elected to use these instruments at that time can continue to use them. School districts cannot, however, now elect to use these instruments.

Name of Instrument	Publisher
Chicago EARLY Assessment	Educational Teaching Aids
Miller Assessment for Preschoolers	The Psychological Corporation
Developing Skills Checklist (DSC)	CTB McMillan/McGraw-Hill
Developmental Indicators for the Assessment of Learning-Revised (DIAL-R)	American Guidance Service

B. Instruments Approved for Use in April 2001. School districts may use any of these instruments.

Name of Instrument	Publisher
Developmental Indicator for the Assessment of Learning—Third Edition (DIAL-3)	American Guidance Service
Developing Skills Checklist (DSC)	CTB McMillan/McGraw-Hill
Brigance K & 1 Screen	Curriculum and Associates
Early Screening Inventory—Revised	Rebus
Screening Test for Education Prerequisite Skills (STEPS)	Western Psychological Services

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.11.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1535 (July 2005).

Chapter 11. Louisiana Educational Assessment Program for the 21st Century

Subchapter A. General Provisions

§1101. Introduction

A. The LEAP is a criterion-referenced testing program that is directly aligned with the state content standards, which by law are as rigorous as those of NAEP. The LEAP measures how well students in grades four and eight have mastered the state content standards. Test results are reported in terms of achievement levels.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (1) (c).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006).

B. LEAP Achievement Levels and Scaled Score Ranges—Grade 4

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	408–500	419–500	405–500	399–500
Mastery	354–407	370–418	360–404	353–398

Subchapter B. Achievement Levels and Performance Standards

§1113. Achievement Levels

A.1. The Louisiana achievement levels are:

- Advanced;
- Mastery (Exceeding the Standard);
- Basic (Meeting the Standard);
- Approaching Basic (Approaching the Standard);
- Unsatisfactory.

and

2. Though the names of the achievement levels differ slightly from those detailed in the NCLB Act, the definitions are similar. The definitions of the Louisiana achievement levels are also consistent with the definitions of basic, proficient, and advanced in English language arts and mathematics for NAEP.

B. Achievement Level Definitions

1. *Advanced*—a student at this level has demonstrated superior performance beyond the mastery level.

2. *Mastery (formerly Proficient)*—a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

3. *Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

4. *Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

5. *Unsatisfactory*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (1) and (C).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005).

§1115. Performance Standards

A. Performance standards for LEAP English Language Arts, Mathematics, Science, and Social Studies tests are finalized in scaled-score form. The scaled scores range between 100 and 500 for all grades and content areas.

Basic	301–353	315–369	306–359	301–352
Approaching Basic	263–300	282–314	263–305	272–300
Unsatisfactory	100–262	100–281	100–262	100–271

C. LEAP Achievement Levels and Scaled Score Ranges—Grade 8

Achievement Level	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	402–500	398–500	400–500	404–500
Mastery	356–401	376–397	345–399	350–403
Basic	315–355	321–375	305–344	297–349
Approaching Basic	269–314	296–320	267–304	263–296
Unsatisfactory	100–268	100–295	100–266	100–262

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1536 (July 2005), amended LR 32:235 (February 2006).

Subchapter C. Achievement Level Descriptors

§1125. Introduction

A. Achievement level descriptors for Louisiana assessments were developed by committees composed of Louisiana educators who represented the subjects and grades assessed. The descriptors define what a student should know and be able to do at each achievement level for each subject assessed at a given grade level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (B).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1536 (July 2005).

§1127. Grade 4 Achievement Level Descriptors

A. Grade 4 English Language Arts Achievement Level Descriptors

1. Advanced

a. In the area of reading, fourth grade students performing at the advanced level:

- i. generalize about topics in the reading selection;
- ii. demonstrate an awareness of how authors compose;
- iii. demonstrate an awareness of how authors use literary devices in various genres; and
- iv. judge texts critically and give thorough answers that indicate careful thought.

b. Specifically, when reading literary text, advanced-level students:

- i. make generalizations about the point of the story;
- ii. extend its meaning by integrating personal and other reading experiences with ideas suggested by the text; and
- iii. identify literary devices such as figurative language.

c. When reading informational text, advanced-level fourth graders:

- i. explain the author's intent by using supporting material from the text;
- ii. make critical judgments of the text (including its form and content) and explain their judgments clearly; and

iii. locate, select, and synthesize information by using appropriate resources including technological sources to acquire, summarize, and communicate knowledge.

d. In the area of writing, fourth grade students at the advanced level:

- i. create an effective and elaborated response to the task in form, content, and language;
- ii. express analytical, critical, and/or creative thinking;
- iii. have unity of form and content in response to the writing task;
- iv. demonstrate awareness of the intended audience;
- v. use effective organization appropriate to the task;
- vi. show proficient use of transitional elements;
- vii. elaborate and enhance the central idea with descriptive and supportive details;
- viii. use language appropriate to the task and intended audience; and
- ix. enhance meaning through control of spelling, grammar, punctuation, and capitalization.

2. Mastery

a. In the area of reading, fourth grade students performing at the mastery level:

- i. demonstrate an overall understanding of the text, providing inferential as well as literal information; and
- ii. extend ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences.

b. Specifically, when reading literary text, mastery-level fourth graders should be able to:

- i. summarize the story;
- ii. draw conclusions about the characters or plot; and
- iii. recognize relationships such as cause and effect.

c. When reading informational text, mastery-level students should be able to:

- i. summarize the information and identify the author's intent or purpose;
- ii. draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences;
- iii. identify the meaning of the selection's key concepts; and
- iv. locate, select, and summarize information from appropriate resources to acquire knowledge.

d. In the area of writing, fourth grade students at the mastery level:

- i. create an effective response to the task in form, content, and language;
- ii. demonstrate an awareness of the intended audience;
- iii. use effective organization appropriate to the task.

3. Basic

a. In the area of reading, fourth grade students performing at the basic level:

- i. demonstrate an understanding of the overall meaning of what they read; and
- ii. make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.

b. For example, when reading literary text, basic-level students should be able to:

- i. tell what the story is generally about—providing details to support their understanding; and
- ii. connect aspects of the stories to their own experiences.

c. When reading informational text, basic-level fourth graders should be able to:

- i. tell what the selection is generally about or identify the purpose for reading it;
- ii. provide details to support their understanding;
- iii. connect ideas from the text to their background knowledge and experiences; and
- iv. locate basic information in appropriate sources to acquire knowledge.

d. In the area of writing, fourth grade students at the basic level:

- i. demonstrate appropriate response to the task in form, content, and language;
- ii. use some supportive details;
- iii. demonstrate organization appropriate to the task; and
- iv. demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate to the reader.

4. Approaching Basic

a. In the area of reading, fourth grade students performing at the approaching basic level:

- i. demonstrate a partial understanding of the overall meaning of what they read; and

ii. make limited connections between the text and their own experiences.

b. For example, when reading literary text, approaching basic students should be able to recall facts and details from the text.

c. When reading informational text, these students should be able to:

- i. tell what the selection is about and provide limited details; and
- ii. locate information in resources that are the most commonly used.

d. In the area of writing, fourth grade students at the approaching basic level:

- i. demonstrate a partial response to the task in form, content, and language;
- ii. use few supportive details;
- iii. demonstrate some evidence of organization; and

iv. demonstrate some command of spelling, grammar, and punctuation to communicate to the reader.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

B. Grade 4 Mathematics Achievement Level Descriptors

1. Advanced. Fourth grade students performing at the advanced level consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the six Louisiana mathematics content strands. They readily see multiple solutions/strategies (including nonroutine ones) to apply to problems. Fourth grade students performing at this level:

- a. solve complex and nonroutine real-world problems in all the Louisiana mathematics content;
- b. display mastery in the use of four-function calculators, rulers, and geometric shapes;
- c. draw logical conclusions and justify answers and solution processes by explaining the procedures and the rationale for using them;
- d. go beyond the obvious in their interpretations; and
- e. are able to communicate their thoughts clearly and concisely.

2. Mastery. Fourth grade students performing at the mastery level consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the six Louisiana mathematics content strands. Fourth grade students performing at this level:

- a. use whole numbers to estimate, compute, and determine whether results are reasonable;

- b. have a conceptual understanding of fractions, decimals, and percents and their relationship;
- c. are able to solve real world problems in all the Louisiana mathematics content strands;
- d. accurately use four-function calculators, rulers, and geometric shapes appropriately;
- e. employ problem-solving strategies such as identifying and using appropriate information; and
- f. organize and present written solutions both with supporting information and explanations of how they were achieved.

3. Basic. Fourth grade students performing at the basic level show some evidence of understanding the mathematical concepts and procedures in the six Louisiana mathematics content strands. Fourth grade students performing at this level:

- a. estimate and use basic facts to perform simple computations with whole numbers;
- b. show some understanding of fractions, decimals, and percents and their relationships;
- c. solve some simple real-world problems in all the Louisiana mathematics content strands;
- d. use—with some degree of accuracy—four-function calculators, rulers, and geometric shapes; and
- e. provide written responses that are often minimal and presented without supporting information.

4. Approaching Basic. Fourth grade students performing at the approaching basic level show minimal evidence of understanding the math concepts and procedures in the six Louisiana mathematics content strands. Fourth grade students performing at this level:

- a. use basic facts to perform simple computations with whole numbers;
- b. recognize fractions, decimals, and percents;
- c. exhibit difficulty applying conceptual knowledge in solving real-world problems;
- d. use—with some degree of accuracy—four function calculators, rulers, and geometric shapes; and
- e. provide minimal or nonexistent written responses.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

C. Grade 4 Science Achievement Level Descriptors

1. Advanced. Fourth grade students performing at the advanced level demonstrate a broad and in-depth understanding of science concepts and process skills and have the ability to apply, synthesize, connect, and evaluate concepts in the five science content strands. Fourth grade students performing at this level can:

- a. design and carry out scientific investigations, selecting and using appropriate tools, technology, and techniques/methods;
- b. formulate appropriate questions that demonstrate critical thinking and a broad base of scientific knowledge;
- c. interpret relationships and make inferences based on the data and apply to new situations;
- d. organize data in graphic form, evaluate validity of data, and draw/justify conclusions based on data;
- e. develop, elaborate, and modify predictions, models and explanation;
- f. use/apply concepts about properties of objects/materials, position/motion of objects, and forms of energy to new ideas/situations;
- g. use/apply concepts about characteristics, life cycles, and environments of organisms to recognize, analyze, and critique observed phenomena;
- h. use/apply concepts of properties of earth materials, weather, and objects in sky to predict/justify patterns and relationships; and
- i. use/apply concepts about interrelationships among the human, biological, chemical, and physical aspects of the environment.

2. Mastery. Fourth grade students performing at the mastery level demonstrate mastery and application of science concepts and process skills in the five science content strands. Fourth grade students performing at this level can:

- a. design and carry out scientific investigations using appropriate methods, tools, technology, and techniques;
- b. formulate appropriate questions demonstrating broad base of scientific knowledge;
- c. identify relationships based on data and apply to new situations;
- d. organize data in a graphic form, draw conclusions and justify conclusions based on data;
- e. make predictions based on data (new situation, everyday life);
- f. explain and connect concepts about properties of objects/materials, position/motion of objects, and formation of energy;
- g. explain and connect concepts about characteristics, life cycles, and environments of organisms;
- h. explain and connect concepts of properties of earth materials, weather, and objects in the sky; and
- i. explain and connect concepts about the interrelationships among the human, biological, chemical, and physical aspects of the environment.

3. Basic. Fourth grade students performing at the basic level demonstrate a general understanding of fundamental science concepts and skills in the five science content strands. Fourth grade students performing at this level can:

- a. perform simple scientific tasks when given clear, sequential directions;
- b. recognize questions that are appropriate to investigation;
- c. organize data in a graphic form and draw conclusions based on data;
- d. demonstrate data in a graphic form and draw conclusions based on data;
- e. demonstrate basic knowledge/understanding of properties of objects, motion of objects, and forms of energy as they apply to their everyday life;
- f. demonstrate basic knowledge/understanding of characteristics, life cycles, and environments of organisms and relationships;
- g. demonstrate knowledge/understanding of basic concepts of properties of earth materials, weather, and objects in sky by identifying patterns; and
- h. demonstrate knowledge/understanding of basic components of an ecosystem and recognize how change impacts the system.

4. Approaching Basic. Fourth grade students performing at the approaching basic level demonstrate minimal understanding science concepts and process skills in the five science content strands. Fourth grade students performing at this level can:

- a. perform portions of simple scientific tasks when given clear, sequential directions;
- b. read/interpret some data in a graphic form;
- c. respond to simple directed questions;
- d. exhibit partial understanding of characteristics, life cycles, and environments of organisms and relationships;
- e. exhibit partial understanding of basic concepts of properties of earth materials, weather, and objects in the sky by identifying patterns; and
- f. exhibit partial understanding of basic components of ecosystems and recognize how change impacts the system.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

D. Grade 4 Social Studies Achievement Level Descriptors

1. Advanced. Fourth grade students performing at the advanced level demonstrate a broad and in-depth understanding of social studies knowledge and skills, and have the ability to apply, synthesize, connect, and evaluate

concepts in all four social studies content strands as indicated below.

a. Geography—The advanced student can:

- i. interpret major geographic features on maps and globes;
- ii. classify geographic vocabulary;
- iii. analyze the connection between people, places, man, and the environment;
- iv. compare geographical data;
- v. compare the world in spatial terms and processes that shape the earth.

b. Civics—The advanced student can:

- i. evaluate the structure and purpose of government;
- ii. interpret rights as stated in the Constitution.

c. Economics—The advanced student can:

- i. evaluate the economic factors involved in a choice or a decision;
- ii. analyze decisions made by individuals, households, businesses, and governments and their economic outcomes.

d. History—The advanced student can:

- i. express the significance of key historical people, events, and documents;
- ii. use an understanding of historical perspective, time, and chronology to analyze past and current events;
- iii. use both primary and secondary sources to interpret the past;
- iv. evaluate the social and economic impact of major scientific and technological advancements.

2. Mastery. Fourth grade students performing at the mastery level demonstrate mastery and application of social studies knowledge and skills in all four social studies content strands as indicated below.

a. Geography—The mastery student can:

- i. analyze and compare major geographic features on maps and globes;
- ii. compare geographic vocabulary;
- iii. compare the connection between people, places, man and the environment;
- iv. classify geographical data;
- v. describe the world in spatial terms and processes that shape the earth.

b. Civics—The mastery student can:

- i. explain the branches and responsibilities of government;

ii. explain the rights and responsibilities of citizens as outlined in the Constitution.

c. Economics—The mastery student can:

- i. apply economic concepts to given scenarios;
- ii. explain how individuals, households, businesses, and governments are dependent on one another;
- iii. demonstrate an understanding of the economic outcomes of decisions made by individuals, households, businesses, and governments.

d. History—The mastery student can:

- i. identify and describe key historical people, events and documents;
- ii. apply an understanding of the concepts of historical perspective, time, and chronology;
- iii. use primary and secondary sources to gain historical information;
- iv. explain the importance of major scientific and technological advancements.

3. Basic. Fourth grade students performing at the basic level demonstrate a general understanding of fundamental social studies knowledge and skills in the four social studies content strands as indicated below.

a. Geography—The basic student can:

- i. recognize major geographic features on maps and globes;
- ii. write words that define geographic vocabulary;
- iii. describe the connection between people, places, man, and the environment;
- iv. interpret geographical data;
- v. define the world in spatial terms and processes that shape the earth.

b. Civics—The basic student can:

- i. identify branches and major responsibilities of government;
- ii. list the rights and responsibilities of citizens that are stated in the Bill of Rights.

c. Economics—The basic student can:

- i. identify fundamental economic concepts and terms;
- ii. recognize that individuals, households, businesses, and governments are dependent on one another;
- iii. recognize that the decisions made by individuals, households, businesses, and governments result in economic outcomes.

d. History—The basic student can:

- i. identify and describe some important people, events, and documents in American history;

ii. demonstrate an understanding of the concepts of historical perspective and time;

iii. distinguish between primary and secondary historical sources;

iv. describe some scientific and technological advancements.

4. Approaching Basic. Fourth grade students performing at the approaching basic level demonstrate an uneven and minimal understanding of the fundamental knowledge and skills in all four social studies content strands as indicated below.

a. Geography—The approaching basic student can:

- i. identify major geographic features on maps and globes;
- ii. select words that define geographic vocabulary;
- iii. explain the connection between people, places, man, and the environment;
- iv. identify geographical data;
- v. identify the world in spatial terms and processes that shape the earth.

b. Civics—The approaching basic student can:

- i. recognize that the U.S. has a government that is divided into branches;
- ii. state that citizens have rights and responsibilities.

c. Economics—The approaching basic student can:

- i. identify some fundamental economic concepts and terms.

d. History—The approaching basic student can:

- i. recognize a few of the most important people, events, and documents in American history;
- ii. demonstrate a limited understanding of the concepts of historical perspective and time;
- iii. identify some important scientific and technological advancements.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

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§1129. Grade 8 Achievement Level Descriptors

A. Grade 8 English Language Arts Achievement Level Descriptors

1. Advanced

a. In the areas of reading and use of resources, eighth grade students performing at the advanced level:

- i. describe the more abstract themes and ideas of the overall text;
- ii. analyze both meaning and form and support their analyses explicitly with examples from the text;
- iii. extend text information by relating it to their experiences and to world events; and
- iv. select and evaluate a variety of information from various sources.

b. In the area of writing, eighth grade students at the advanced level:

- i. create an effective and elaborated response to the task in form, content, and language consistent with audience and purpose;
- ii. express analytical, critical, and/or creative thinking;
- iii. have logical, cohesive organization appropriate to the task;
- iv. show sophisticated use of transitional elements;
- v. use varied and elaborated supporting details in appropriate, extended response;
- vi. begin to develop a personal style or voice;
- vii. demonstrate precise and varied use of language, (e.g., variety of word choice and sentence structures);
- viii. use a variety of strategies such as analogies, illustrations, examples, anecdotes, and figurative language; and
- ix. enhance meaning through control of spelling, grammar, punctuation, and capitalization.

2. Mastery

a. In the areas of reading and use of resources, eighth grade students performing at the mastery level:

- i. show an overall understanding of the text, including inferential as well as literal information;
- ii. extend the ideas in the text by making clear inferences, by drawing conclusions, and by making connections to their own experiences—including other reading experiences;
- iii. analyze some of the devices authors use in composing text; and
- iv. select and analyze a variety of information from various sources.

b. In the area of writing, eighth grade students at the mastery level:

- i. create an effective response to the task in form, content, and language consistent with audience and purpose;

ii. express analytical, critical, and/or creative thinking;

iii. have logical and observable organization appropriate to the task;

iv. show effective use of transitional elements;

v. use sufficient elaboration to clarify and enhance the central idea;

vi. use language (e.g., variety of word choice and sentence structure) appropriate to the task;

vii. demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate with the reader; and

viii. use some strategies such as analogies, illustrations, examples, anecdotes, and figurative language.

3. Basic

a. In the areas of reading and use of resources, eighth grade students performing at the basic level:

- i. demonstrate a literal understanding of what they read, identify specific aspects of the text that reflect the overall meaning, and extend the ideas in the text by making simple inferences;
- ii. recognize and relate interpretations and connections among ideas in a text by drawing conclusions; and
- iii. select and use a variety of information from various sources.

b. In the area of writing, eighth grade students at the basic level:

- i. demonstrate appropriate response to the task in form, content, and language;
- ii. maintain a consistent focus;
- iii. demonstrate organization appropriate to the task;
- iv. use supporting details; and
- v. have some errors in spelling, grammar, punctuation, and capitalization that interfere with communication to the reader.

4. Approaching Basic

a. In the areas of reading and use of resources, eighth grade students performing at the approaching basic level:

- i. demonstrate a partial understanding of what they read and make a few interpretations;
- ii. make few extensions of ideas in text;
- iii. make limited connections from text to personal experiences; and
- iv. recognize a variety of information sources.

b. In the area of writing, eighth grade students at the approaching basic level:

- i. demonstrate a limited response to the task in form, content, and language;
- ii. maintain a limited focus;
- iii. demonstrate some evidence of conscious organization;
- iv. use few supporting details; and
- v. demonstrate little control of spelling, grammar, punctuation, and capitalization to communicate to the reader.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

B. Grade 8 Mathematics Achievement Level Descriptors

1. Advanced. Eighth grade students performing at the advanced level demonstrate abstract thinking by reaching beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the six Louisiana mathematics content strands. Eighth grade students performing at this level:

- a. probe examples and counterexamples in order to shape generalizations from which they can develop models;
- b. use number sense and geometric awareness to consider the reasonableness of an answer;
- c. use abstract thinking to create unique and/or alternative problem-solving techniques; and
- d. explain the reasoning processes underlying their conclusions.

2. Mastery. Eighth grade students performing at the mastery level recognize, identify, and apply mathematical concepts and procedures consistently to complex problems in the six Louisiana mathematics content strands. Eighth grade students performing at this level:

- a. can conjecture and defend their ideas and give supporting examples;
- b. understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions;
- c. have a thorough understanding of basic-level arithmetic operations—an understanding sufficient for problem solving in practical situations;
- d. are familiar with quantity and spatial relationships in problem solving and reasoning;
- e. convey underlying reasoning skills beyond the level of arithmetic;
- f. compare and contrast mathematical ideas and generate their own examples;
- g. make inferences from data and graphs;

h. apply properties of informal geometry;

i. accurately use the tools of technology; and

j. understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

3. Basic. Eighth grade students performing at the basic level exhibit evidence of conceptual and procedural understanding in the six Louisiana mathematics content strands. This level of performance signifies an understanding of arithmetic operations, including estimation, on whole numbers, decimals, fractions, and percents. Eighth grade students performing at this level:

a. complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs;

b. solve routine, real-world problems through the appropriate selection and use of strategies and technological tools, including calculators, computers, and geometric shapes;

c. use fundamental algebraic and informal geometric concepts in problem solving;

d. determine which of available data are necessary and sufficient for correct solutions and use them in problem solving; and

e. show limited skill in communicating mathematically.

4. Approaching Basic. Eighth grade students performing at the approaching basic level are able to use basic mathematical skills and follow simple procedures in the six Louisiana mathematics content strands, but are inconsistent in the application of conceptual knowledge. Eighth grade students performing at this level:

a. complete problems correctly with the help of structural prompts such as diagrams, charts and graphs;

b. solve one-step problems involving basic computation ($=$, $-$, \times , \div) and follow procedural steps with instructional assistance;

c. recognize basic geometric figures;

d. see simple, obvious patterns;

e. are able to use the tools of technology;

f. inconsistently apply conceptual knowledge; and

g. have difficulty transferring knowledge and skills to problem-solving situations.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

C. Grade 8 Science Achievement Level Descriptors

1. Advanced. Eighth grade students performing at the advanced level demonstrate a broad and in-depth understanding of science concepts and process skills and

have the ability to apply, synthesize, connect, and evaluate concepts in the five science content strands.

- a. Eighth grade students performing at this level:
 - i. use abstract concepts/theories to explain everyday situations;
 - ii. are able to describe many elements of a system and explain the limits of a particular example;
 - iii. design complex models;
 - iv. demonstrate an understanding of the nature and limits of science and understand that science is subject to change.
- b. When given a problem, students can design a simple investigation by:
 - i. asking appropriate questions, and identifying those questions that are testable and nontestable;
 - ii. manipulating variables;
 - iii. using mathematics and appropriate tools to gather, analyze, and interpret data;
 - iv. relating several variables to explain phenomena; and
 - v. developing descriptions, explanations, and appropriate displays to communicate and defend data.
- c. Within each content strand, students:
 - i. in physical science can apply and communicate knowledge of properties and changes of properties in matter, motion, forces, and energy transformations to a given set of circumstances;
 - ii. in life science can apply and communicate knowledge of the structure and function in living systems, of reproduction and heredity, of populations and ecosystems, and adaptations of organisms;
 - iii. in earth and space science can apply and communicate abstract concepts/theories related to the structure of Earth, Earth history, and Earth and the solar system;
 - iv. in science and the environment can apply and communicate the relationship between living and nonliving factors in order to maintain a viable ecosystem and processes involved in the natural cycles.

2. Mastery. Eighth grade students performing at the mastery level demonstrate mastery and application of science concepts and process skills in the five science content strands.

- a. Eighth grade students performing at this level:
 - i. understand complex concepts/theories and communicate them;
 - ii. demonstrate an understanding of elements of the system;

- iii. demonstrate understanding of models and diagrams;
- iv. recognize various limits of science and its changes.

b. When given a problem, students can:

- i. use a simple investigation and design an experiment;
- ii. link ideas while collecting data;
- iii. use mathematics and appropriate tools to design methods of display for the data; and
- iv. draw conclusions from data.

c. Within each content strand, students:

- i. in physical science can explain and connect knowledge of properties and changes of properties in matter, motion, forces, and energy transformations to a given set of circumstances;
- ii. in life science can explain and connect knowledge of the structure and function in living systems, of reproduction and heredity, of populations and ecosystems, and adaptations of organisms;
- iii. in earth and space science can explain and connect abstract concepts/theories related to the structure of Earth, Earth history, and Earth and the solar system;
- iv. in science and the environment can explain and connect the relationship between living and nonliving factors in order to maintain a viable ecosystem and processes involved in the natural cycles.

3. Basic. Eighth grade students performing at the basic level demonstrate a general understanding of fundamental science concepts and process in the five science content strands.

a. Eighth grade students performing at this level:

- i. possess a fundamental knowledge of some theories and concepts;
- ii. identify elements of a system and state one limiting factor when given a particular example;
- iii. identify a simple model;
- iv. begin to understand the nature of science; and
- v. show an awareness that science is subject to change.

b. When given a problem, students at the basic level can:

- i. design a simple investigation by asking appropriate questions;
- ii. identify the important variables;
- iii. select appropriate tools to gather data; and
- iv. interpret basic data and communicate the conclusion.

c. Within each content strand, students:

i. in physical science demonstrate basic knowledge of properties and changes of properties in matter, motion, forces, and energy transformations to a given set of circumstances;

ii. in life science demonstrate basic knowledge of the structure and function in living systems, of reproduction and heredity, of populations and ecosystems, and adaptations of organisms;

iii. in earth and space science demonstrate basic knowledge of abstract concepts/theories related to the structure of Earth, Earth history, and Earth and the solar system;

iv. in science and the environment demonstrate basic knowledge of the relationship between living and nonliving factors in order to maintain a viable ecosystem and processes involved in the natural cycles.

4. Approaching Basic. Eighth grade students performing at the approaching basic level demonstrate minimal understanding of science concepts and process skills in the five science content strands.

a. Eighth grade students performing at the approaching basic level possess limited skills and knowledge of theories and concepts. Given the appropriate tools, they can:

i. identify related elements of a system;

ii. identify elements of a simple model; and

iii. show some awareness that science is developing and changing.

b. Given an investigation, students can:

i. answer specific scientific questions;

ii. identify at least one variable in an experiment; and

iii. seek and identify basic scientific data and communicate it.

c. Within each content strand, students:

i. in physical science demonstrate partial knowledge of properties and changes of properties in matter, motion, forces, and energy transformations to a given set of circumstances;

ii. in life science demonstrate partial knowledge of the structure and function in living systems, of reproduction and heredity, of populations and ecosystems, and adaptations of organisms;

iii. in earth and space science demonstrate partial knowledge of abstract concepts/theories related to the structure of Earth, Earth history, and Earth and the solar system;

iv. in science and the environment demonstrate partial knowledge of the relationship between living and

nonliving factors in order to maintain a viable ecosystem and processes involved in the natural cycles.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

D. Grade 8 Social Studies Achievement Level Descriptors

1. Advanced. Eighth grade students performing at the advanced level demonstrate a broad and in-depth understanding of social studies knowledge and skills and have the ability to apply, synthesize, connect, and evaluate concepts in all four social studies content strands as indicated below.

a. Geography—The advanced student can:

i. apply extensive geographic knowledge, analytical concepts, and vocabulary;

ii. analyze spatial phenomena using a variety of sources with a variety of scales and show the relationship between them;

iii. use case studies for spatial analysis to develop maps and other graphics;

iv. differentiate between patterns of climate, vegetation, and population across the Earth's surface;

v. relate to the concept of region to specific places and explain how regions change over time due to a variety of factors;

vi. profile regions by using geographical concepts, tools, and skills.

b. Civics—The advanced student can:

i. evaluate the importance of rules and laws, political parties, campaigns, and elections in the American political systems;

ii. weigh the impact of American ideas and actions on the world;

iii. compare and contrast positions relating to the rights of citizens.

c. Economics—The advanced student can:

i. apply fundamental economic concepts;

ii. analyze the role of governmental policies in competitive markets;

iii. examine the reasons for worldwide interdependence based on historical and economic factors.

d. History—The advanced student can:

i. evaluate historical patterns as they relate to specific events;

ii. make generalizations about historical topics using a variety of sources;

iii. develop an awareness of the political, social, and economic themes in history.

2. Mastery. Eighth grade students performing at the mastery level demonstrate mastery and application of social studies knowledge and skills in the four social studies content strands as indicated below.

a. Geography—The mastery student can:

- i. analyze a wide variety of physical and cultural features;
- ii. apply a fundamental geographic vocabulary;
- iii. compare information presented in different scales;
- iv. use geographic tools to find and translate information into patterns;
- v. evaluate how human activity effects environment;
- vi. develop maps in order to interpret various patterns of trade and migration;
- vii. solve location questions by integrating two or more sources.

b. Civics—The mastery student can:

- i. compare and contrast the relationship between a state constitution and the federal Constitution;
- ii. analyze the ways in which political social conflict can be peacefully resolved;
- iii. interpret the impact of the U.S. foreign policy on the world;
- iv. analyze ways in which citizens organize, monitor, and help to shape politics and government at various levels.

c. Economics—The mastery student can:

- i. apply fundamental economic concepts;
- ii. apply the meaning of economic indicators and their role in economics;
- iii. analyze various economic systems and their historical impact;
- iv. evaluate the opportunity cost of economic decisions.

d. History—The mastery student can:

- i. recognize historical connections between people and events;
- ii. distinguish between primary and secondary sources;
- iii. incorporate geographic, technological, and other reference material;
- iv. communicate ideas about historical themes with supporting evidence.

3. Basic. Eighth grade students performing at the basic level demonstrate a general understanding of fundamental social studies knowledge and skills in the four social studies content strands as indicated below.

a. Geography—The basic student can:

- i. utilize vocabulary of geographic concepts relating to patterns, relationships, distance, direction, scale, boundary, site, and situation;
- ii. use latitude and longitude to solve fundamental location questions;
- iii. identify continents, oceans, or selected countries and cities;
- iv. use information obtained from geographic models to accurately answer questions;
- v. explain the differences between maps/globes and read map scales;
- vi. summarize a wide range of information using an atlas/almanac;
- vii. illustrate relationships that exist between human/environment;
- viii. show how physical habitat can influence human activity;
- ix. define a region and identify its distinguishing characteristics;
- x. demonstrate how the interaction between/among regions is related to movement of people, goods, services, and ideas.

b. Civics—The basic student can:

- i. explain the major purposes of government;
- ii. identify and explain the meaning and importance of basic principles of American constitutional democracy as reflected in core documents;
- iii. describe major foreign policy of the U.S.;
- iv. describe the requirements of citizenship and naturalization in the U.S.

c. Economics—The basic student can:

- i. compare basic concepts and vocabulary terms related to economics;
- ii. explain the causes and consequences of economic decision making;
- iii. distinguish how specialization, skills, and knowledge affect the economic process;
- iv. compare various economic systems and their historical impacts;
- v. explain the role of supply and demand and its effects on production and distribution of goods and services.

d. History—The basic student can:

- i. identify and categorize a range of people, places, events, and documents in historical context;
- ii. understand the impact of diverse cultures on American life;
- iii. explain the significance of major historical events;
- iv. explain the fundamental political ideas and institutions of American life and their historical origins.

4. **Approaching Basic.** Eighth grade students performing at the approaching basic level demonstrate an uneven and minimal understanding of social studies knowledge and skills in all four social studies content strands as indicated below.

- a. **Geography**—The approaching basic student can:
 - i. obtain information from geographic models;
 - ii. draw a variety of maps;
 - iii. memorize various geographic data;
 - iv. recognizes that human activity is affected by the environment.
- b. **Civics**—The approaching basic student can:
 - i. recognize types of government;
 - ii. identify the basic principles of American constitutional democracy;
 - iii. recognize a foreign policy issue;
 - iv. list the rights and responsibilities of American citizens.
- c. **Economics**—The approaching basic student can:
 - i. identify basic concepts and vocabulary terms related to economics;
 - ii. discuss how supply and demand affects the price of goods and services.
- d. **History**—The approaching basic student can:
 - i. identify historical people and places;
 - ii. develop an awareness of diverse cultures in America;
 - iii. name a variety of historical events;
 - iv. recognize the fundamental political ideas and institutions of American life.

5. **Unsatisfactory.** A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1540 (July 2005).

Subchapter D. LEAP 21 Assessment Structure

§1141. Content Standards

A. The LEAP tests measure knowledge and skills deemed necessary for students to become good scholars and productive citizens. This knowledge and these skills are reflected in the content standards that were approved in May 1997 by the SBESE.

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HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1545 (July 2005), amended LR 32:236 (February 2006).

§1143. English Language Arts Tests Structure

A. The English Language Arts tests have four sessions.

1. **Writing.** The Writing session requires students to produce a composition about an assigned topic. Students are allowed to consult a dictionary and thesaurus during this session. The mode of writing assessed at a given grade (grade 4, narrative and descriptive; grade 8, narrative and expository) may change between assessment administrations. The writing session measures key aspects of English Language Arts standards 2 and 3.

a. Standard 2. Students write competently for a variety of purposes and audiences.

b. Standard 3. Students communicate using:

- i. standard English grammar;
- ii. usage;
- iii. sentence structure;
- iv. punctuation;
- v. capitalization;
- vi. spelling; and
- vii. handwriting.

2. **Using Information Resources.** The Using Information Resources session requires students to complete a specified task designed to measure standard 5.

a. Standard 5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. This session includes excerpts from four to seven reference sources, such as articles from encyclopedias, newspapers, and magazines; parts of books; visual aids (maps, graphs, tables, illustrations); and electronic resources, such as a Web page. Students are instructed to skim through the reference materials to become familiar with the information available and then to locate the parts they need to answer multiple-choice and short-answer questions.

3. **Reading and Responding.** The Reading and Responding session includes four reading passages (fiction,

nonfiction, poetry) and multiple-choice and short-answer items. At grade 8, an essay question requires students to comprehend and respond to the content of at least two of the reading passages. Questions in this session measure key aspects of English Language Arts standards 1, 6, and 7.

a. Standard 1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

b. Standard 6. Students read, analyze, and respond to literature as a record of life experiences.

c. Standard 7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing. Reading passages are grade-appropriate. Selections include the full text of shorter published works, fully developed excerpts from longer published works, or text written specifically for the test. The length of the reading passages falls within the range specified in the assessment framework for each grade. Selections for a given grade level reflect a balance among passage length, readability level, and interest level of the topic. Moreover, readability and passage length are balanced across the passages in each test.

4. Proofreading. The Proofreading session requires students to read a text that includes mistakes in grammar, usage, and mechanics and to answer multiple-choice questions that require choosing the best way to correct each mistake. Questions in this session measure key aspects of English Language Arts standard 3.

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HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1545 (July 2005).

§1145. Mathematics Tests Structure

A. The Mathematics tests consist of two parts, divided into three sessions.

1. Part A uses a multiple-choice format to assess concepts and skills for all six strands of mathematics. Whenever possible, concepts and skills are assessed in real-life contexts. Part A is divided into two sessions:

a. one to be completed without the aid of a calculator; and

b. one for which calculator use is permitted.

2. Part B, which constitutes the third session, consists of four relatively complex mathematical tasks for grade 8 and three tasks for grade 4, all of which involve a number of separate steps and require application of multiple skills. These tasks may be ones for which there is more than one possible solution or more than one path to the solution. Ability to accomplish the mathematical tasks on part B of the test represents a higher level of mathematical literacy and performance. Each task in part B is scored on a 0 to 4 point scale. Question format for part B is open-ended, requiring numerical answers, short written answers, and other types of constructed response (e.g., drawing a graph or

geometrical pattern). Students may be required to explain how they arrived at their answers or justify their answers. Students' responses are scored analytically for such traits as accuracy of the answer, proper operations used, and appropriate problem-solving approach or strategy. Partial credit is given and calculators are permitted on part B at all grades.

B. In the Louisiana Mathematics framework, each of six mathematics strands is associated with a single standard.

1. Strand N: Number and Number Relations

a. Standard. In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

2. Strand A: Algebra

a. Standard. In problem-solving investigations, students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

3. Strand M: Measurement

a. Standard. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

4. Strand G: Geometry

a. Standard. In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

5. Strand D: Data Analysis, Probability, and Discrete Math

a. Standard. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical-thinking skills in order to make informed decisions.

6. Strand P: Patterns, Relations, and Functions

a. Standard. In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(A)(1)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1545 (July 2005).

§1147. Science Tests Structure

A. The Science tests consist of three sessions.

1. Session 1 uses a multiple-choice format to assess concepts and skills in all five strands of science.

2. Session 2 consists of four short-answer questions that assess the four content strands: Physical Science, Life

Science, Earth and Space Science, and Science and the Environment. These questions allow students to reflect on an idea, demonstrate their understanding of concepts and processes of science, make meaning of a given set of data, or critique the information. The wording of the questions is direct and specific, and the questions focus on the quality of the students' knowledge.

3. Session 3 consists of a comprehensive science task. At grade 4, students are required to observe, utilize, and react to materials in an investigation and to draw conclusions based on their experiences. At grade 8, students respond to a written scenario that requires scientific investigation. The task/scenario integrates the Science as Inquiry strand with at least one other content strand. Questions in a variety of formats (constructed response, data tables, short answer) throughout the activity set the stage and focus students on the topics and ideas to be covered, provide opportunities for students to record data and observations, and provide additional data about students' understanding of concepts and processes related to the task/scenario. This structure creates a timely check for understanding and ensures that students who are unable to succeed at the beginning are not prevented from succeeding with latter portions of the activity. The activity includes three Science as Inquiry short-answer questions that allow students to interpret their results, react to their findings, and make decisions based on the information worked with throughout the activity. This activity also includes one essay question related to the content of the task/scenario.

B. According to the Louisiana science framework, five strands are measured throughout all three sessions of the test. Each of the five science strands is associated with a single standard.

1. Strand: Science as Inquiry
 - a. Standard. Students will do science by engaging in partial and full inquiries that are within their developmental capabilities.
2. Strand: Physical Science
 - a. Standard. Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.
3. Strand: Life Science
 - a. Standard. Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.
4. Strand: Earth and Space Science
 - a. Standard. Students will develop an understanding of the properties of earth materials, the structure of Earth's system, Earth's history, and Earth's place in the universe.
5. Strand: Science and the Environment
 - a. Standard. In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and

citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(A)(1)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1546 (July 2005).

§1149. Social Studies Tests Structure

A. The Social Studies tests consist of two parts, or sessions.

1. Part A, Session 1, consists of 50 multiple-choice test items for grade 4 and 60 multiple-choice items for grade 8 that assess knowledge, conceptual understanding, and application of skills in all four social studies strands (i.e., Geography, Civics, Economics, and History). Items in part A are intermingled across strands.

2. Part B, Session 2, consists of four open-ended questions calling for a constructed response and requiring higher-order thinking in a social studies context (e.g., grasping a concept, analyzing information, evaluating a principle, or applying a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation; to supply a short written answer; or to produce a longer piece of writing in response to a social studies issue or problem. Each of the four constructed-response items represents one of the four social studies strands. Each task in part B is scored on a 0 to 4 point scale.

B. Each of the four social studies strands is associated with a single standard.

1. Strand G—Geography: Physical and Cultural Systems
 - a. Standard. Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.
2. Strand C—Civics: Citizenship and Government
 - a. Standard. Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.
3. Strand E—Economics: Interdependence and Decision Making
 - a. Standard. Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.
4. Strand H—History: Time, Continuity, and Change
 - a. Standard. Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4(A)(1)(2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1546 (July 2005).

§1151. Retests and Rescores

A. Double Jeopardy Rule. If a student scores at the required passing achievement level in LEAP English Language Arts or Mathematics during an administration and then retakes the test and scores below the required level on the retest administration, the passing score will be used to determine promotion.

B. Rescores

1. Students may request a rescore if the following criterion are met.

a. English Language Arts and Mathematics—grades 4 and 8. The test has a scaled score five points below the Basic or Approaching Basic achievement level.

b. English Language Arts and Mathematics—Grade 8. The test has a scaled score five points below the Approaching Basic achievement level.

2. The district test coordinator must file a request with the scoring contractor within 20 working days from the date the district receives the individual student scores. All requests must be made on or before the deadline date identified by the testing contractor and the LDE. Requests received after the deadline will not be honored.

3. Only rescoring of tests from the most recent administration may be requested.

4. All requests for rescoring require a fee, which is established by and paid to the scoring contractor.

C. Summer Retest. The summer retest is for students enrolled in grades 4 and 8 who need to be tested with LEAP for promotion to grades 5 and 9 the following fall.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005), amended LR 32:236 (February 2006).

§1153. Transfer Students

A. The following rules apply for transfer students who are Louisiana residents transferring into Louisiana public schools from out-of-state schools, nonpublic schools, or approved home study programs.

1. Requirements for transfer students in grade 4 or 8 or those who are seeking to enroll in grade 5 or 9 who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follows.

a. A fourth or eighth grade student who transfers to a Louisiana public school before the spring administration of

LEAP must take and pass the spring administration of LEAP English Language Arts and Mathematics (ELA/Math) tests.

b. A fourth or eighth grade student who transfers to a Louisiana public school after the spring administration of the LEAP but before the end of the school year must take and pass the summer administration of the LEAP (ELA/Math) to be eligible for promotion to grade 5 or 9.

c. A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after the LEAP summer administration and before school starts must take and pass the English Language Arts and Mathematics portions of the placement test.

d. A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after school starts and before February 15 must take and pass the English Language Arts and Mathematics portions of the placement test.

B. The following rules apply for transfer students who were out-of-state residents but have become Louisiana residents.

1. Requirements for transfer students in grade 4 or 8 who have never been in membership in a public school in Louisiana or who were in membership in a Louisiana public school(s) and transferred out-of-state are as follows.

a. A fourth or eighth grade student who transfers to a Louisiana public school before the spring administration of LEAP must take and pass the spring administration of LEAP (ELA/Math).

b. A fourth or eighth grade student who transfers to a Louisiana public school after the spring administration of the LEAP but before the end of the school year must take and pass the summer administration of the LEAP (ELA/Math) to be eligible for promotion to grade 5 or 9.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005), amended LR 32:236 (February 2006).

§1155. Student Membership Determination

A. Student membership is determined when a student in school is identified with the following minimum required identification elements:

1. state identification number;
2. full legal name;
3. date of birth;
4. sex;
5. race;
6. school district and school code;
7. entry date; and
8. grade placement.

(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005).

Chapter 13. Graduation Exit Examination for the 21st Century

Subchapter A. General Provisions

§1301. Introduction

A. The GEE is a criterion-referenced testing program that is directly aligned with the state content standards, which by law are as rigorous as those of NAEP. This test measures how well a student has mastered the state content standards. The GEE initially is administered at grades 10 and 11. Initial testers generally take the English Language Arts test and the Mathematics test at grade 10 and the Science test and Social Studies test at grade 11.

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HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005), amended LR 32:236 (February 2006).

Subchapter B. Achievement Levels and Performance Standards

§1311. Achievement Levels

A.1. The Louisiana achievement levels are:

- a. Advanced;
- b. Mastery (Exceeding the Standard);
- c. Basic (Meeting the Standard);
- d. Approaching Basic (Approaching the Standard);

and

B. GEE Achievement Levels and Scaled Score Ranges

Achievement Level	Grade 10		Grade 11	
	English Language Arts Scaled Score Range	Mathematics Scaled Score Range	Science Scaled Score Range	Social Studies Scaled Score Range
Advanced	398–500	377–500	396–500	386–500
Mastery	347–397	346–376	349–395	344–385
Basic	299–346	305–345	301–348	297–343
Approaching Basic	270–298	286–304	267–300	275–296
Unsatisfactory	100–269	100–285	100–266	100–274

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (A).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005), amended LR 32:237 (February 2006).

e. Unsatisfactory.

2. Though the names of the achievement levels differ slightly from those detailed in the NCLB Act, the definitions are similar. The definitions of the Louisiana achievement levels are also consistent with the definitions of basic, proficient, and advanced in English language arts and mathematics for NAEP.

B. Achievement Level Definitions

1. *Advanced*—a student at this level has demonstrated superior performance beyond the mastery level.

2. *Mastery (formerly Proficient)*—a student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

3. *Basic*—a student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

4. *Approaching Basic*—a student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

5. *Unsatisfactory*—a student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (1) and (C).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005).

§1313. Performance Standards

A. Performance standards for GEE English Language Arts, Mathematics, Science, and Social Studies tests are finalized in scaled-score form. The scaled scores range between 100 and 500 for all grades and content areas.

Subchapter C. GEE 21 Achievement Level Descriptors

§1323. Introduction

A. Achievement level descriptors for Louisiana assessments were developed by committees composed of Louisiana educators who represented the subjects and grades assessed. They define what a student should know and be

able to do at each achievement level for each subject assessed at a given grade level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.4 (B).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005).

§1325. Grade 10 Achievement Level Descriptors

A. Grade 10 English Language Arts Achievement Level Descriptors

1. Advanced

a. In the areas of reading and use of resources, tenth grade students performing at the advanced level:

- i. describe more abstract themes and ideas in the text;
- ii. analyze different genres for meaning and form and support their analyses with specific examples from the text;
- iii. extend the information from the text by relating it to their experiences and to the world; and
- iv. select and evaluate a variety of information from various sources.

b. In the area of writing, tenth grade students at this level:

- i. create an effective and elaborated response to a task in form, content, and language;
- ii. show maturity and sophistication in analytical, critical, and creative thinking;
- iii. have well-crafted, cohesive organization appropriate to the task;
- iv. show sophisticated use of transitional elements;
- v. use illustrative and varied supportive details;
- vi. use rich, compelling language;
- vii. reveal clear and established personal style or voice;
- viii. display a variety of strategies such as anecdotes, repetition, and literary devices to support and develop ideas; and
- ix. enhance meaning through control of spelling, grammar, punctuation, and capitalization.

2. Mastery

a. In the areas of reading and use of resources, tenth grade students performing at the mastery level:

- i. show an overall understanding of text that includes inferential as well as literal information;
- ii. extend the ideas of the text in different genres by making inferences, drawing conclusions, and making clear connections (stated or implied) to their own personal experiences and other readings;

- iii. analyze the author's use of literary devices; and
- iv. select and analyze a variety of information from various sources.

b. In the area of writing, tenth grade students performing at the mastery level:

- i. create an effective response to the task in form, content, and language;
- ii. demonstrate reflection and insight and evidence of analytical, critical, or evaluative thinking;
- iii. use convincing elaboration and development to clarify and enhance the central idea;
- iv. have logical and observable organization appropriate to the task;
- v. show effective use of transitional elements;
- vi. reveal evidence of personal style or voice;
- vii. use language appropriate to the task and intended audience; and
- viii. recognize and correct errors in spelling, grammar, punctuation, and capitalization that interfere with communication in his/her own or other texts.

3. Basic

a. In the areas of reading and use of resources, tenth grade students performing at the basic level:

- i. demonstrate an overall understanding and make some interpretations of the text;
- ii. identify aspects of text in different genres and relate aspects of text to overall meaning;
- iii. extend ideas in the text by making simple inferences, recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions;
- iv. identify elements of an author's style; and
- v. select and use a variety of information from various sources.

b. In the area of writing, tenth grade students at the basic level:

- i. demonstrate an appropriate response to a task in form, content, and language;
- ii. demonstrate reflection and insight and evidence of analytical, critical, or evaluative thinking;
- iii. show evidence of conscious organization;
- iv. use supportive details;
- v. reveal developing personal style or voice; and
- vi. demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate to the reader.

4. Approaching Basic

a. In the areas of reading and use of resources, tenth grade students performing at the approaching basic level:

- i. demonstrate a partial understanding of text;
- ii. identify some aspects of text for meaning;
- iii. make simple or broad connections to personal experiences; and
- iv. recognize a variety of information sources.

b. In the area of writing, tenth grade students at the approaching basic level:

- i. demonstrate partial responses to tasks in form, content, and language;
- ii. show some evidence of conscious organization;
- iii. use few supporting details; and
- iv. demonstrate limited command of spelling, grammar, punctuation, and capitalization to communicate to the reader.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

B. Grade 10 Mathematics Achievement Level Descriptors

1. Advanced. Tenth grade students performing at the advanced level consistently demonstrate the integration of procedural and conceptual knowledge and the synthesis of ideas in the six Louisiana mathematics content strands. Tenth grade students performing at this level:

- a. understand the function concept and are able to communicate and apply the numeric, algebraic and graphical properties of functions;
- b. apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics;
- c. formulate generalizations and create models through probing examples and counter examples; and
- d. communicate their mathematical reasoning through the clear, concise, and correct use of mathematical symbolism and logical thinking.

2. Mastery. Tenth grade students performing at the mastery level consistently apply mathematical concepts and procedures to the solutions of complex problems in the six Louisiana mathematics content strands. Tenth grade students performing at this level:

- a. demonstrate an understanding of algebraic, statistical, and geometric and spatial reasoning;
- b. simplify algebraic expressions; justify geometric relationships; and judge and defend the reasonableness of answers as applied to real-world situations;
- c. analyze and interpret data in various forms;

d. understand and use elements of the linear function concept in symbolic, graphical, and tabular form; and

e. make conjectures, defend ideas, and give supporting examples.

3. Basic. Tenth grade students performing at the basic level demonstrate procedural and conceptual knowledge in solving problems in the six Louisiana mathematics content strands. Tenth grade students performing at this level:

- a. use estimation to verify solutions and determine the reasonableness of results as applied to routine real-world problems;
- b. use algebraic and geometric reasoning strategies to solve problems;
- c. recognize relationships presented in verbal, algebraic, tabular, and graphical forms; and demonstrate knowledge of geometric relationships and corresponding measurement skills;
- d. apply statistical reasoning in the organization and display of data and in reading tables and graphs;
- e. generalize from patterns and examples in the areas of algebra, geometry, and statistics;
- f. use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes; and
- g. use calculators appropriately to solve problems.

4. Approaching Basic. Tenth grade students performing at the approaching basic level partially demonstrate fundamental knowledge and skills in solving problems in the six Louisiana mathematics content strands. Tenth grade students performing at this level:

- a. use estimation and measurement to verify solutions and determine the reasonableness of results as applied to routine real-world problems;
- b. show limited use of fundamental algebraic, geometric, and statistical reasoning in problem solving;
- c. interpret data presented in various forms;
- d. show limited skills in communicating mathematically; and
- e. are inconsistent in the application of conceptual knowledge.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1548 (July 2005).

§1327. Grade 11 Achievement Level Descriptors

A. Grade 11 Science Achievement Level Descriptors

1. Advanced. Eleventh grade students performing at the advanced level demonstrate an in-depth understanding of science concepts and process skills and have the ability to apply, synthesize, connect, and evaluate concepts in the five science content strands.

a. Eleventh grade students performing at the advanced level:

i. have a qualitative and quantitative grasp of scientific principles, relating them to one another and to other phenomena, and being aware of their development and limitations;

ii. are able to formulate scientific questions, compare different experimental designs, devise experimentally valid protocols to answer their questions;

iii. collect the relevant quantitative and qualitative data using appropriate instrumentation; and

iv. provide a scientifically valid interpretation of the data they collect.

b. Advanced students:

i. engage in self-assessment;

ii. discard unnecessary data;

iii. recognize gaps in information;

iv. know where to locate needed information in primary or secondary sources; and

v. communicate their ideas, interpolating, extrapolating, and interpreting patterns of change in graphic and symbolic representations.

c. With inquiry as the core, students at the advanced level demonstrate an understanding that unifying concepts and processes can be applied throughout the science disciplines:

i. physical;

ii. life;

iii. Earth/space; and

iv. environmental sciences.

2. Mastery. Eleventh grade students performing at the mastery level consistently demonstrate mastery and application of science concepts and process skills in the five science content strands.

a. Eleventh grade students performing at this level:

i. grasp scientific principles on both a qualitative and quantitative basis;

ii. understand that scientific knowledge is tentative and subject to change;

iii. identify more than one way to solve a given problem and select the method with the most promise;

iv. manipulate data through various mathematical models;

v. integrate several abstract facts in order to understand overarching scientific principles; and

vi. apply those principles to human activities.

b. With inquiry as the core, students at the mastery level will identify unifying concepts and processes among the science disciplines:

i. physical;

ii. life;

iii. Earth/space; and

iv. environmental sciences.

3. Basic. Eleventh grade students performing at the basic level demonstrate a general understanding of fundamental science concepts and process skills in the five Louisiana science content strands.

a. Eleventh grade students performing at this level can:

i. formulate valid hypotheses;

ii. design a simple experiment;

iii. draw appropriate conclusions;

iv. develop inferences from experimentation and apply that information to new situations;

v. distinguish scientific principles from pseudoscience; and

vi. apply scientific principles to their everyday lives.

b. With inquiry as the core, students begin to identify unifying concepts and processes among the science disciplines:

i. physical;

ii. life;

iii. Earth/space; and

iv. environmental sciences.

4. Approaching Basic. Eleventh grade students performing at the approaching basic level demonstrate minimal knowledge of scientific concepts and process skills in the five science content strands.

a. Eleventh grade students performing at this level know and understand fundamental science facts and concepts concerning the world.

b. When presented with a problem, students can conduct a simple experiment that includes:

i. making observations;

ii. forming a reasonable hypothesis;

iii. identifying variables;

iv. collecting, displaying, and interpreting data; and

- v. drawing conclusions.

c. These skills should be demonstrated through the science disciplines:

- i. physical;
- ii. life;
- iii. Earth/space; and
- iv. environmental sciences.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

B. Grade 11 Social Studies Achievement Level Descriptors

1. Advanced. Eleventh grade students performing at the advanced level demonstrate a broad and in-depth understanding of social studies knowledge and skills and have the ability to apply, synthesize, connect, and evaluate concepts in all four social studies content strands as indicated below.

a. Geography—The advanced student can:

- i. organize geographical data;
- ii. analyze physical structure of the planet; and
- iii. evaluate the spatial relationship between humans and their environment.

b. Civics—The advanced student can:

- i. compare and contrast structure and purpose of government;
- ii. interpret and evaluate foundations of American political system;
- iii. analyze international relationships; and
- iv. evaluate roles of citizens.

c. Economics—The advanced student can:

- i. apply fundamental economic concepts;
- ii. evaluate decisions made by consumers; and
- iii. evaluate U.S. fiscal and monetary policies.

d. History—The advanced student can:

- i. analyze continuity and change;
- ii. analyze the people, places, events, ideas, and documents;
- iii. evaluate relevant experiences from the past to critique understanding of contemporary issues; and
- iv. evaluate the role of evidence in making an historical argument.

2. Mastery. Eleventh grade students performing at the mastery level demonstrate mastery and application of social studies knowledge and skills in all four social studies content strands as indicated below.

a. Geography—The mastery student can:

- i. classify geographical data;
- ii. examine the physical structure of the planet; and
- iii. compare spatial relationships between humans and their environment.

b. Civics—The mastery student can:

- i. examine the structure and purpose of government;
- ii. discuss the foundation of the American political system;
- iii. interpret international relationships; and
- iv. examine the role of citizens.

c. Economics—The mastery student can:

- i. analyze fundamental economic concepts;
- ii. discuss decisions made by consumers, businesses, and government; and
- iii. analyze U.S. fiscal and monetary policies.

d. History—The mastery student can:

- i. examine the role of continuity of and change in history;
- ii. examine the significance of people, places, events, ideas, and documents in history;
- iii. analyze relevant experience from the past to apply understanding of contemporary issues; and
- iv. analyze the role of evidence in making an historical argument.

3. Basic. Eleventh grade students performing at the basic level demonstrate a general understanding of fundamental social studies knowledge and skills in all four social studies content strands as indicated below.

a. Geography—The basic student can:

- i. interpret geographical data;
- ii. describe the basic physical structure of the planet; and
- iii. explain the spatial relationships between humans and their environment.

b. Civics—The basic student can:

- i. explain structure and purposes of government;
- ii. describe foundations of American political system;
- iii. explain international relationships; and
- iv. discuss roles of citizens.

c. Economics—The basic student can:

- i. discuss fundamental economic concepts;

- ii. explain decisions made by consumers, businesses, and government; and
- iii. explain U.S. fiscal policy.
- d. History—The basic student can:
 - i. describe continuity and change;
 - ii. describe the significance of people, places, events, ideas, and documents;
 - iii. examine relevant experiences from the past to demonstrate understanding of contemporary issues; and
 - iv. explain the role of evidence in making an historical argument.

4. Approaching Basic. Eleventh grade students performing at the approaching basic level demonstrate an uneven and minimal understanding of social studies knowledge and skills in all four social studies content strands as indicated below.

- a. Geography—The approaching basic student can:
 - i. identify geographical data;
 - ii. recognize physical structure of the planet; and
 - iii. state the spatial relationships between humans and their environment.
- b. Civics—The approaching basic student can:
 - i. identify the structure and purposes of government;
 - ii. recognize the foundations of the American political system;
 - iii. identify international relationships; and
 - iv. identify the role of citizens.
- c. Economics—The approaching basic student can:
 - i. identify fundamental economic concepts;
 - ii. identify decisions made by consumers, businesses, and government; and
 - iii. identify U.S. fiscal and monetary policies.
- d. History—The approaching basic student can:
 - i. recognize continuity and change;
 - ii. recognize the significance of people, places, events, ideas, and documents;
 - iii. identify relevant experiences from the past to describe understanding of contemporary issues; and
 - iv. recognize the role of evidence in making a historical argument.

5. Unsatisfactory. A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 and R.S. 17:391.4 (A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1550 (July 2005).

Subchapter D. GEE 21 Assessment Structure

§1335. Content Standards

A. The GEE tests measure knowledge and skills deemed necessary for students to become good scholars and productive citizens. This knowledge and these skills are reflected in the content standards that were approved in May 1997 by the SBESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1552 (July 2005), amended LR 32:237 (February 2006).

§1337. English Language Arts Tests Structure

A. The English Language Arts tests have four sessions.

1. Writing. The Writing session requires students to produce a composition about an assigned topic. Students are allowed to consult a dictionary and thesaurus during this session. The particular mode of writing assessed at a given grade (grade 10, persuasive and expository) may change between assessment administrations. The Writing session measures key aspects of English Language Arts standards 2 and 3.

a. Standard 2. Students write competently for a variety of purposes and audiences.

b. Standard 3. Students communicate using:

- i. standard English grammar;
- ii. usage;
- iii. sentence structure;
- iv. punctuation;
- v. capitalization;
- vi. spelling; and
- vii. handwriting.

2. Using Information Resources. The Using Information Resources session requires students to complete a specified task designed to measure standard 5.

a. Standard 5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. This session includes excerpts from four to seven reference sources, such as articles from encyclopedias, newspapers, and magazines; parts of books; visual aids (maps, graphs, tables, illustrations); and electronic resources, such as a Web page. Students are instructed to skim through the reference materials to become familiar with the information available and then to locate the parts they need to answer multiple-choice and short-answer questions.

3. Reading and Responding. The Reading and Responding session includes four reading passages (fiction, nonfiction, poetry) and multiple-choice and short-answer items. At grade 10, an essay question requires students to comprehend and respond to the content of at least two of the reading passages. Questions in this session measure key aspects of standards 1, 6, and 7.

a. Standard 1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

b. Standard 6. Students read, analyze, and respond to literature as a record of life experiences.

c. Standard 7. Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing. Reading passages are grade-appropriate. Selections include the full text of shorter published works, fully developed excerpts from longer published works, or text written specifically for the test. The length of the reading passages falls within the range specified in the assessment framework for each grade.

i. Selections for a given grade level reflect a balance among passage length, readability level, and interest level of the topic. Moreover, readability and passage length are balanced across the passages in each test.

4. Proofreading. The Proofreading session requires students to read a text that includes mistakes in grammar, usage, and mechanics and to answer multiple-choice questions that require choosing the best way to correct each mistake. Questions in this session measure key aspects of standard 3.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1552 (July 2005).

§1339. Mathematics Tests Structure

A. The Mathematics tests consist of two parts, divided into three sessions.

1. Part A uses a multiple-choice format to assess concepts and skills for all six strands of mathematics. Whenever possible, concepts and skills are assessed in real-life contexts. Part A is divided into two sessions:

a. one to be completed without the aid of a calculator; and

b. one for which calculator use is permitted.

2. Part B, which constitutes the third session, consists of four relatively complex mathematical tasks for grade 10, all of which involve a number of separate steps and require application of multiple skills. These tasks may be ones for which there is more than one possible solution or more than one path to the solution. Ability to accomplish the mathematical tasks on part B of the test represents a higher level of mathematical literacy and performance. Each task in part B is scored on a 0 to 4 point scale. Question format for part B is open-ended, requiring numerical answers, short

written answers, and other types of constructed response (e.g., drawing a graph or geometrical pattern). Students may be required to explain how they arrived at their answers or justify their answers. Students' responses are scored analytically for such traits as accuracy of the answer, proper operations used, and appropriate problem-solving approach or strategy. Partial credit is given and calculators are permitted on part B at all grades.

B. In the Louisiana Mathematics framework, each of six mathematics strands is associated with a single standard.

1. Strand N: Number and Number Relations

a. Standard. In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

2. Strand A: Algebra

a. Standard. In problem-solving investigations, students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

3. Strand M: Measurement

a. Standard. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

4. Strand G: Geometry

a. Standard. In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

5. Strand D: Data Analysis, Probability, and Discrete Math

a. Standard. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical-thinking skills in order to make informed decisions.

6. Strand P: Patterns, Relations, and Functions

a. Standard. In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1552 (July 2005).

§1341. Science Test Structure

A. The Science test consists of three sessions.

1. Session 1 uses a multiple-choice format to assess concepts and skills in all five strands of science.

2. Session 2 consists of four short-answer questions that assess the four content strands: Physical Science, Life

Science, Earth and Space Science, and Science and the Environment. These questions allow students to reflect on an idea, demonstrate their understanding of concepts and processes of science, make meaning of a given set of data, or critique the information. The wording of the questions is direct and specific, and the questions focus on the quality of the students' knowledge.

3. Session 3 consists of a comprehensive science task. At grade 11, students respond to a written scenario that requires scientific investigation. The task/scenario integrates the Science as Inquiry strand with at least one other content strand, at grade 11, Physical Science and Life Science only. Questions in a variety of formats (constructed response, data tables, short answer) throughout the activity set the stage and focus students on the topics and ideas to be covered, provide opportunities for students to record data and observations, and provide additional data about students' understanding of concepts and processes related to the task/scenario. This structure creates a timely check for understanding and ensures that students who are unable to succeed at the beginning are not prevented from succeeding with latter portions of the activity. The activity includes three Science as Inquiry short-answer questions that allow students to interpret their results, react to their findings, and make decisions based on the information worked with throughout the activity. This activity also includes one essay question related to the content of the task/scenario.

B. According to the Louisiana science framework, five strands are measured throughout all three sessions of the test. Each of the five science strands is associated with a single standard.

1. Strand: Science as Inquiry

a. Standard. Students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

2. Strand: Physical Science

a. Standard. Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

3. Strand: Life Science

a. Standard. Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

4. Strand: Earth and Space Science

a. Standard. Students will develop an understanding of the properties of earth materials, the structure of Earth's system, Earth's history, and Earth's place in the universe.

5. Strand: Science and the Environment

a. Standard. In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1553 (July 2005).

§1343. Social Studies Tests Structure

A. The Social Studies tests consist of two parts, or sessions.

1. Part A consists of 60 multiple-choice items for grade 11 that assess knowledge, conceptual understanding, and application of skills in all four social studies strands (Geography, Civics, Economics, and History). Items in part A are intermingled across strands.

2. Part B, Session 2, consists of four open-ended questions calling for a constructed response and requiring higher-order thinking in a social studies context (grasping a concept, analyzing information, evaluating a principle, or applying a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation; to supply a short written answer; or to produce a longer piece of writing in response to a social studies issue or problem. Each of the four constructed-response items represents one of the four social studies strands. Each task in part B is scored on a 0 to 4 point scale.

B. Each of the four social studies strands is associated with a single standard.

1. Strand G—Geography: Physical and Cultural Systems

a. Standard. Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

2. Strand C—Civics: Citizenship and Government

a. Standard. Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

3. Strand E—Economics: Interdependence and Decision Making

a. Standard. Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

4. Strand H—History: Time, Continuity, and Change

a. Standard. Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1553 (July 2005).

§1345. Double Jeopardy Rule

A. If a school administers a GEE test that the student has already passed and the student scores unsatisfactory on the retest, the passing score will be used to determine the student's eligibility for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:237 (February 2006).

§1347. First and Second Cohorts

A. The first cohort comprises students who were first-time tenth graders in 2000-2001. First cohort students are required to score approaching basic or above on the GEE English Language Arts test and the GEE Mathematics test to be eligible for a standard high school diploma.

B. The second cohort comprises students who were first-time tenth graders in 2001-2002 and all first-time tenth graders thereafter. Second cohort students are required to score approaching basic or above on the GEE English Language Arts test and the GEE Mathematics test and to score approaching basic or above on either the GEE Science or Social Studies test to be eligible for a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:237 (February 2006).

§1349. Rescores

A. Students may request a rescore of their GEE tests if the following criterion are met.

1. English Language Arts and Mathematics. The test has a scaled score five points below the Approaching Basic achievement level.

2. Science and Social Studies. The test has a scaled score five points below the Approaching Basic achievement level.

3. The district test coordinator must file a request with the scoring contractor within 20 working days from the date the school district receives the individual student scores. All requests must be made on or before the deadline date identified by the testing contractor and the LDE. Requests received after the deadline will not be honored.

4. Only rescoring of tests from the most recent administration may be requested.

5. All requests for rescoring require a fee, which is established by and paid to the scoring contractor.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:237 (February 2006).

§1351. GEE 21 Administration Rules

A. Students enrolled in grade 10 for the first time must take GEE English Language Arts and Mathematics tests during the spring administration.

B. Students repeating grade 10 shall take the GEE Science and Social Studies tests during the spring administration.

C. Students enrolled in grade 11 for the first time must take GEE Science and Social Studies tests during the spring administration.

D. Students enrolled in grade 11 shall take Science and Social Studies tests unless the student was enrolled in grade 11 for two years.

E. Students promoted from grade 9 to grade 11 may take English Language Arts and Mathematics tests during the fall retest administration and then take the Science and Social Studies tests during the subsequent spring administration.

F. Students in block schedules who are classified as tenth graders in the fall of their second year and as eleventh graders by the subsequent spring test administration are permitted to take all GEE content-area tests, English Language Arts, Mathematics, Science, and Social Studies, for the first time during that spring test administration.

G. If students enrolled in grade 12 have not yet met the GEE requirements to be eligible for a standard high school diploma, they may take all content-area tests, English Language Arts, Mathematics, Science, and Social Studies, during both the fall and the February Seniors Only retest administrations.

H. If students enrolled in grade 11 in the fall are promoted to grade 12 by January, they may take all content-area tests, English Language Arts, Mathematics, Science, and Social Studies, during the February Seniors Only retest administration.

I. If students enrolled in grade 12 are unable to retest during the February Seniors Only retest administration, they should retest during the spring administration.

J. There is no ending age limit for students to retest in GEE, nor is there a limit on the number of times the student may retake the test. Students who no longer reside in the school district where he/she completed Carnegie units may test in the current school district of residence. The DTC shall forward the passing test scores to the high school where the Carnegie units reside.

K. If a student was issued a GED diploma and subsequently meets the requirements of the GEE, the student may surrender the GED diploma and be issued a standard high school diploma.

L. If students are transferring to a public high school from a nonpublic high school that administers the GEE, the rules for nonpublic transfer students apply.

M. When administrative errors are made in testing, the state superintendent of education may determine how to remedy the error.

N. Seniors who have completed all GEE tests required for a standard high school diploma and who wish to retest for the Louisiana high school diploma endorsements may retest during the fall retest administration. If the student is unable to test during the fall retest administration, the student may retest in the February seniors only retest.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1554 (July 2005), amended LR 32:391 (March 2006).

§1353. Summer Retest Administration

A. Students who were enrolled in grades 10 and 11 for the first time during the spring test administration and did not score approaching basic in the required GEE 21 tests are eligible for the summer retest administration.

B. Students who were enrolled in grades 10 and 11 in public schools for the first time during the spring test administration but who were absent during testing are eligible for the summer retest administration.

C. Students who enrolled in and attended grades 10 and 11 after the spring test administration and before the close of the regular academic year are eligible for the summer retest administration.

D. Students who enroll in grades 10 and 11 after the close of the regular academic year but did not attend public schools during the academic year are not eligible for the summer retest administration. They must test during the fall retest administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1555 (July 2005).

§1355. GEE 21 Transfer Students

A. The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home study programs.

1. Requirements for students who have never been in membership in a Louisiana public school and are transferring from out-of-state schools, from Louisiana nonpublic schools, or from an approved home study program are as follows.

a. A student who entered the ninth grade during the 1999-2000 school year and thereafter and who transferred to a Louisiana public school at or below the ninth grade shall take and pass the English Language Arts and Mathematics sections and either the Science or the Social Studies test of GEE.

b. A student who entered the ninth grade in 1999-2000 and thereafter and who is classified by the local

school district as a tenth grade student shall take and pass the English Language Arts and Mathematics tests and either the Science or the Social Studies test of GEE.

c. A student who entered the ninth grade in 1999-2000 and thereafter and who is classified by the local school district as an eleventh grade student shall take and pass either the Science or the Social Studies test of the GEE.

d. A student who entered the ninth grade in 1999-2000 and thereafter and who is classified by the local school district as a twelfth grade student shall not be required to take any part of the GEE.

2. Requirements for students who were in membership in Louisiana public schools, transferred out, and subsequently returned are as follows.

a. A student who was in initial membership in Louisiana public schools as a student in grades K through 6 shall adhere to the following policy.

i. A student who returns in the seventh and/or eighth grade for a period in membership of 160 days total shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

ii. A student who returns in the ninth grade shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

iii. A student who returns and is classified as a tenth grade student shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

iv. A student who returns and is classified as an eleventh grade student shall take and pass either the Science or the Social Studies test of the GEE.

v. A student who returns and is classified as a twelfth grade student shall not be required to take any part of the GEE.

b. A student who was in initial membership in Louisiana public schools in the seventh and/or eighth grade for a period of 160 days total, transferred out, and subsequently returned at any grade level shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

c. A student who was in initial membership in Louisiana public schools as a ninth grade student, transferred out, and subsequently returned at any grade level shall be required to take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

d. A student who was in initial membership in Louisiana public schools as a tenth grade student, transferred out, and subsequently returned at any grade level shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

e. A student who was in initial membership in Louisiana public schools as an eleventh grade student, transferred out, and subsequently returned at the eleventh- or twelfth-grade level shall take and pass either the Science or the Social Studies test of the GEE.

f. A student who was in initial membership in Louisiana public schools as a twelfth grade student, transferred out, and subsequently returned as a twelfth grader shall not be required to take any part of the GEE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1555 (July 2005), amended LR 32:238 (February 2006).

§1357. Student Membership Determination

A. Student membership is determined when a student in school is identified with the following minimum required identification elements:

1. state identification number;
2. full legal name;
3. date of birth;
4. sex;
5. race;
6. district and school code;
7. entry date; and
8. grade placement.

(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE).

B. A student must be in membership in a Louisiana public school(s) for 160 days per year or 80 days per semester in order to be eligible to receive grades (1103G, Bulletin 741, LDE).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005).

Chapter 15. Norm-Referenced Tests

§1501. Description

A. The Louisiana Statewide Norm-Referenced Testing Program (LSNRTP) was established in 1986 as a component of LEAP. The primary goal of the program is to provide parents, students, educators, and policymakers with normative data that may be used for evaluating student, school, and district performance. Test results are used by teachers and administrators to plan instructional programs that enhance educational opportunities for Louisiana students. The LSNRTP ended in 2005 with the last administration of The Iowa Tests.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:238 (February 2006).

Chapter 17. Integrated LEAP for the 21st Century

§1701. Background

A. The NCLB Act requires the development of grade-level expectations (GLEs) or grade-level content standards at grades 3 through 8 for reading and mathematics. Louisiana has supplemented its existing content standards with grade-level expectations. To create a comprehensive system, Louisiana has developed GLEs in four content areas, English language arts, mathematics, science, and social studies, for grade levels prekindergarten through 12. NCLB further requires standards-based tests (or augmented norm-referenced tests) that measure the content standards. LEAP (grades 4 and 8) and GEE (grades 10 and 11) measure the content standards, and these tests will continue. To measure the standards and GLEs at grades 3, 5, 6, 7, and 9, however, the *Integrated* LEAP (*i*LEAP) tests will be used, beginning in spring 2006. The *i*LEAP tests will replace The Iowa Tests, which were used to evaluate student performance in grades 3, 5, 6, 7, and 9 from spring 1998 to spring 2005. The term *integrated* refers to the integration of standards-based tests (CRTs) and norm-referenced tests (NRTs) into one program.

B. Basic Test Design. All *i*LEAP tests are aligned to the GLEs, and student performance on the content standards is the primary reporting scheme. On each test—English Language Arts, Mathematics, Science, and Social Studies—student performance will be reported in terms of achievement level:

1. Advanced;
2. Mastery;
3. Basic;
4. Approaching Basic; or
5. Unsatisfactory.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4 (F) (2).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:238 (February 2006).

Chapter 19. LEAP Alternate Assessment

§1901. General Provisions

A. The LEAP Alternate Assessment, Level 1 (LAA 1) is a performance-based student assessment that evaluates each student's knowledge and skills in targeted areas. It is an "on-demand" assessment; the test administrator directs the student to perform a specific task and then scores the performance after the task is completed. The LAA 1 is designed to minimize time away from instruction and direct

services to students. Teachers are encouraged to administer the assessment as part of a daily routine.

B. Definitions

Alternate Assessment—a substitute approach used in gathering information on the performance of students who do not participate in typical state assessments. (from Alternate Assessment Resource Matrix [CCSSO, SCASS-ASES, 1999]).

Target Indicators—represent the Louisiana content standards that most directly reflect the skills students with significant disabilities need as they progress through childhood and enter adulthood.

C. Structure of LAA 1. The LAA 1 is based on selected Louisiana content standards. It includes 20 target indicators from the standards, five from English language arts, five from mathematics, six from social studies, and four from science. Each target indicator includes participation levels, which reflect three different levels of skill complexity: introductory, fundamental, and comprehensive. A 6-point scoring rubric provides descriptors for evaluating student performance on each of the target indicators.

D. Participation Levels

1. Introductory (I)—skills that require basic processing of information to address real-world situations that are related to the content standards regardless of the age or grade level of the student.

2. Fundamental (F)—skills that require simple decision making to address real-world situations that are related to the content standards regardless of the age or grade level of the student.

3. Comprehensive (C)—skills that require higher-order thinking and information-processing skills that are related to the content standards regardless of the age or grade level of the student.

E. Scoring. The scoring rubric for the LAA is based on 6 point levels:

- 0 no performance (at introductory level only);
- 1 tolerates engagement or attempts engagement;
- 2 performs skill in response to a prompt;
- 3 performs skill independently without a prompt;
- 4 performs skill independently without prompts for different purposes or in multiple settings;
- 5 performs skill independently without prompts for different purposes and in multiple settings.

F. Students receive higher points for attempting performance than they do for no performance of the example skill. A score point of 3 is awarded for performances that are completed independently. Students who perform a task for more than one purpose or in more than one setting receive a higher score. Those who generalize their skills or apply their skills for different purposes and in a variety of settings receive the highest scores.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1556 (July 2005), amended LR 32:239 (February 2006).

Chapter 20. LEAP Alternate Assessment, Level 2

§2001. Description

A. LEAP Alternate Assessment, Level 2 (LAA 2) is a criterion-referenced assessment which is based on modified academic achievement standards that allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3) and R.S. 17:183.1–17:183.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 32:239 (February 2006).

Chapter 21. National Assessment of Educational Progress

§2101. General Provisions

A. NAEP, also known as the "Nation's Report Card," reports its results from jurisdictions around the country. NAEP uses a random stratified sample to select school districts, schools within those districts, and students within those schools. The testing window for NAEP is January through March.

B. NAEP is authorized to measure and report on academic achievement by carrying out a national assessment, state assessment, and a long-term trend assessment in reading and mathematics.

C. The NAEP test contractor handles all aspects of NAEP testing including distribution and collection of all test materials. The testing process involves about 60 minutes of assessment in one subject (mathematics, science, or reading). Results are reported within six months.

D. Participation in NAEP

1. In 1990, the NAEP assessments became a part of the LEAP, with state statute R.S. 17:24.4, making participation in NAEP mandatory for Louisiana schools. Additionally, the NCLB Act mandates schools' participation. Participation in NAEP is a requirement for states and school districts receiving Title I grants.

2. District superintendents and school principals are notified of their selection for the NAEP testing process in early fall. Parents of students are then notified and asked to grant permission for the students to participate. Individual student participation is not mandatory.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005).

§2103. Inclusions and Accommodations

A. The NAEP assessment includes students with disabilities and limited English proficient students.

B. Schools may exclude students with disabilities according to the following NAEP designed criteria:

1. the student's IEP team determines that the student cannot participate;
2. the student's cognitive functioning is so severely impaired that she or he cannot participate; or
3. the student's IEP requires that the student be tested with an accommodation or adaptation that NAEP does not allow.

C. Accommodations

1. Students who need accommodations receive such aids as:
 - a. extra testing time;
 - b. individual or small group administration;
 - c. large-print booklets;
 - d. multiple testing sessions.
2. Accommodations do not include reading passages or questions aloud for the reading assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (A) (1).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005).

Chapter 23. English Language Development Assessment (ELDA)

§2301. Description

A. The NCLB of 2002 Title III (20 USCS §6301 et seq.) requires standards-based assessment of the progress of all LEP students enrolled in grades kindergarten through 12 in attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English. ELDA was field-tested in spring 2004 and will be implemented in spring 2005. ELDA is composed of untimed tests in four grade clusters (kindergarten-2, 3-5, 6-8, 9-12) of four language domains (reading, writing, listening, and speaking). It assesses both academic and school/social environment language of students from beginning to full English proficient performance levels in each of the domains and grade clusters.

AUTHORITY NOTE: Promulgated in accordance with 20 USCS, Section 6311.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005).

Chapter 25. Field Testing

§2501. General Provisions

A. The purpose of field testing is to obtain data on test items that have been developed for a particular assessment. In Louisiana, test items are developed and field tests conducted for the following assessments:

1. Louisiana Educational Assessment Program (LEAP);
2. Graduation Exit Examination (GEE);
3. *Integrated* LEAP (iLEAP);

B. LEAP and GEE field tests are conducted annually in designated content areas.

C. Participation

1. Schools selected for any of the Louisiana field tests must participate. This ensures the test data are representative of the state's student population for the grade level being assessed.

2. Selection of schools for the field test is based on several demographic factors. The sampling plan includes the following criteria:

- a. sample from every school district;
- b. to the extent possible, schools shall be selected that are representative of the schools in the state in:
 - i. academic achievement level;
 - ii. percent of minorities;
 - iii. percent of students receiving free/reduced lunch;
 - iv. percent of students classified as special education;
 - v. LEP, and Section 504, and school size;
- c. select no schools with fewer than 10 students;
- d. generally select no schools that are participating in NAEP;
- e. select no private schools;
- f. in general, any given school should only:
 - i. participate in one grade;
 - ii. administer one content area;
 - iii. administer only one test form.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1557 (July 2005), amended LR 32:239 (February 2006).

§2503. Field Test Administration

A. The same test security procedures and test administration rules used for operational (regular) testing apply to field tests. District and school personnel must

adhere to the test security policy and to all directions in the field test administration manuals. Schools will be monitored to ensure that administrative and security procedures are followed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

Chapter 27. Placement Tests

§2701. Administration and Scoring

A. Placement tests for fourth grade and eighth grade public school students are shipped to district test coordinators in late July and are to be returned to the testing contractor after February 15 each year.

B. Students who participate in the spring and/or summer administration of LEAP test and fail to score at the required achievement level(s) are not eligible to take The Iowa Tests for placement purposes.

C. Charter schools and laboratory schools must secure placement tests from the testing contractor. These schools call the contractor directly and order placement tests for incoming students between July and February.

D. District test coordinators score the placement tests for students taking the tests in the public school districts. The LDE, Division of Student Standards and Assessments, scores all placement tests administered by charter schools and laboratory schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24 et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005), amended LR 32:239 (February 2006).

§2703. Security

A. Testing masks and all testing materials must be kept in a designated locked and secure area.

B. All secure test materials are to be handled in accordance with the SBESE Test Security Policy.

C. District test coordinators and test administrators are required to sign a security agreement prior to test administration.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

Chapter 29. Graduation Exit Examination ("Old" GEE)

§2901. General Provisions

A. The "Old" GEE measures curricula-based proficiencies in language arts, mathematics, written composition, science, and social studies. The first statewide administration of the GEE was in the spring of 1989, and the

last statewide administration was in the summer of 2003. The testing program then became the responsibility of the school districts, with the tests to be administered by the district test coordinators.

B. District test coordinators have received from the LDE a CD containing the tests, answer folders, scoring keys, and conversion tables. Copies of braille and large-print tests may be requested from the LDE, Division of Student Standards and Assessments, Assessment Administration Section.

C. The GEE tests are to be administered by the district test coordinators each year in October and April, as indicated on the official SBESE testing schedule, to former high school students who have earned Carnegie units but still need to pass the GEE to earn a high school diploma. Students are required to take only those parts of the GEE in which they did not attain the required performance standards.

D. All students who were enrolled in tenth grade during the spring of 1989 through the spring of 2000 can be administered the test twice a year. There is no age limit for students who request a retest with GEE, nor is there a limit on the number of times the student may retake the test.

E. If the student was issued a GED and later passes the GEE, the student may surrender the GED diploma and be issued a standard high school diploma.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (4) (a) and R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

§2903. Performance Standards

A. Performance standards for the GEE Language Arts, Mathematics, Written Composition, Science, and Social Studies tests are finalized in scaled-score form.

	Performance Standard	Scaled Score Range
Language Arts	1053	1000–1097
Mathematics	1048	1000–1097
Written Composition	1047	1018–1072
Science	1042	1000–1093
Social Studies	1041	1000–1093

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (4) (a) and R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1558 (July 2005).

§2905. Transfer Students

A. These rules apply to students who were enrolled as sophomores during the 1988–1989 through 1999–2000 academic years.

1. Requirements for students who have never been in membership in a Louisiana public school and are transferring from out-of-state, from Louisiana nonpublic schools, or from an approved home study program are as follows.

a. A student who entered the ninth grade during the 1987-1988 school year and thereafter, and who transferred to a Louisiana public school at or below the ninth grade shall take and pass all parts of the GEE.

b. A student who entered ninth grade in 1987-1988 and thereafter, and who is classified by the local school district as a tenth grader shall take and pass all parts of the GEE.

c. A student who entered ninth grade in 1987-1988 and thereafter and who is classified by the local school district as an eleventh grader shall take and pass the science and social studies parts of the GEE.

d. A student who entered ninth grade in 1987-1988 and thereafter and who is classified by the local school district as a twelfth grader shall not be required to take any part of the GEE.

2. Requirements for students who were in membership in a Louisiana public school(s), transferred out, and subsequently returned are as follows.

a. A student who was in initial membership in Louisiana public schools as a student in grades kindergarten through 6 and who transferred out and subsequently returned shall adhere to the following policy.

i. A student who returns in the seventh and/or eighth grade for a period in membership of 160 days total shall take and pass all parts of GEE.

ii. A student who returns in the ninth grade shall be required to take and pass all parts of the GEE.

iii. A student who returns and is classified as a tenth grader shall be required to take and pass all parts of the GEE.

iv. A student who returns and is classified as an eleventh grader shall be required to take and pass the science and social studies parts of the GEE.

v. A student who returns and is classified as a twelfth grader shall not be required to take any part of the GEE.

b. A student who was in initial membership in Louisiana public schools in the seventh and/or eighth grades for a period of 160 days total and who then transferred out and subsequently returned at any grade level shall take and pass all parts of the GEE.

c. A student who was in initial membership in Louisiana public schools as a ninth grader and who then transferred out and subsequently returned at any grade level, shall be required to take and pass all parts of the GEE.

d. A student who was in initial membership in Louisiana public schools as a tenth grader and who then transferred out and subsequently returned at any grade level shall take and pass all parts of the GEE.

e. A student who was in initial membership in Louisiana public schools as an eleventh grader and who then transferred out and subsequently returned at the eleventh or

twelfth grade level shall take and pass the science and social studies parts of the GEE.

f. A student who was in initial membership in Louisiana public schools as a twelfth grader and who then transferred out and subsequently returned as a twelfth grader shall not be required to take any part of the GEE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.24.4 and R. S. 17.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).

§2907. Student Membership Determination

A. Student membership is determined when a student in school is identified with the following minimum required identification elements:

1. state identification number;
2. full legal name;
3. date of birth;
4. sex;
5. race;
6. school district and school code;
7. entry date; and
8. grade placement.

(Adapted from Section 10, page 10.1, Student Information System User's Guide, LDE.)

B. A student must be in membership in a Louisiana public school(s) for 160 days per year or 80 days per semester in order to be eligible to receive grades (1103G, Bulletin 741, LDE).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.24. et seq.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).

Chapter 31. Louisiana Alternate Assessment-B

§3101. Special Education Needs

A. To accommodate the needs of Louisiana students in special education, the SBESE mandated that the Louisiana Statewide Norm-Referenced Testing Program (LSNRTP) provide the Louisiana Alternate Assessment-B (LAA-B) testing component, referred to as "out-of-level," beginning in spring 2000. Spring 2003 was the fourth and final year of the LAA-B testing program.

B. The program provided data for evaluating student, school, and district performance. Teachers and administrators could use test results to plan instructional programs.

C. Students enrolled in grades 3 through 8 who met specific criteria for LAA-B took the Complete Battery of the Iowa Tests of Basic Skills at the appropriate level(s). LAA-B

students in grade 9 or in the Options (PreGED/Skills) Program took either the Complete Battery of the Iowa Tests of Basic Skills or the Complete Battery of the Iowa Tests of Educational Development at their functioning grade levels in reading, language, and/or mathematics. Some students may have taken both the ITBS and the ITED.

D. The LAA-B is no longer administered in Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 (F) (3).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1559 (July 2005).

Chapter 33. Assessment of Special Populations

§3301. Participation

A. The following classifications of special populations students must be tested in statewide assessments:

1. special education students;
2. students with one or more disabilities according to Section 504; and
3. LEP students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1945

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005).

§3303. Special Education Students

A. All special education students must participate in statewide assessments. Students are to take the test that corresponds to the grade in which they are enrolled. Special education students who meet specific participation criteria as stated in Bulletin 1530 Louisiana IEP Handbook for Students with Disabilities, Chapter 9 and whose Individualized Education Plans (IEPs) indicate they will participate in an alternate assessment may participate in an alternate assessment, such as the LEAP Alternate Assessment, Level 1 (LAA 1) or LEAP Alternate Assessment, Level 2 (LAA 2). The assessment in which the student is to participate and any accommodations the student is to receive for instruction and assessment must be documented annually on the program/services page of the student's IEP. Test accommodations cannot be different from or in addition to the accommodations indicated on the student's IEP and provided in regular classroom instruction and assessment.

1. Individualized Education Plan. According to the 1997 amendments to the Individual with Disabilities Education Act (IDEA), accommodations are provided in regular classroom instruction based on a student's needs and are documented in the student's IEP.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1945.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended LR 32:239 (February 2006).

§3305. Students with One or More Disabilities According to Section 504

A. All students with one or more disabilities according to Section 504 are to be tested. Test accommodations are permitted for these students provided they are used in the students' regular classroom instruction and assessment and provided the other conditions specified in the Administrative Guidelines for Students with Disabilities According to Section 504 of the Rehabilitation Act of 1973 are met. An IAP must not be developed solely for the provision of accommodations on statewide assessments.

1. The LDE defines a student with one or more disabilities according to Section 504 as derived from the regulations for Section 504 of the Rehabilitation Act of 1973.

B. Conditions for Eligibility for Test Accommodations as a Section 504 Student

1. The student has a disability that has been identified by a group of knowledgeable individuals whose credentials are appropriate to the disability and the disability is recognized by the Section 504 committee as being consistent with Section 504 of the Rehabilitation Act of 1973.

2. The student must undergo an annual review by the Section 504 Committee and a Testing Accommodation Verification form must be completed for each newly identified student or for each student whose accommodations have changed since his or her last test administration.

a. The Testing Accommodation Verification form identifies students with disabilities as defined by the Rehabilitation Act of 1973 and the ADA. The form also must be used to document accommodations for qualified Section 504 students. School districts are responsible for completing the form once a student's eligibility has been determined.

b. Signatures. Duplicate signatures are not acceptable on the Testing Accommodation Verification form. Signature lines with an asterisk must be original signatures. The parent and student signatures are optional, but it is considered best practice to obtain these. The district Section 504 coordinator's signature is required only if the student will require accommodations on statewide assessment.

c. The completed form must be submitted with a copy of the student's IAP to the district Section 504 coordinator by the date designated by the district.

3. The student has had accommodations routinely provided as part of his or her ongoing classroom instruction and assessment, as recommended by the Section 504 Committee and as documented on the student's IAP.

4. Documentation for how the student meets the definition of substantially limited in Section 1630.2 of the Americans with Disabilities Act (ADA) of 1990 must be on file at the school.

C. Documentation. Documentation with evaluation results from the School Building Level Committee (SBLC) and/or the Section 504 team must be kept on file and be available to the LEAP Data Validation Committee upon request. Documentation/evaluation samples may include:

1. a summary of the doctor's report or diagnosis;
2. informal assessments and teacher observations;
3. curriculum-based assessments;
4. formal assessments such as:
 - a. WRAT-3;
 - b. Slosson;
 - c. Brigance;
 - d. OWLS;
 - e. TOLD-3;
 - f. KBIT;
 - g. GORT-3;
 - h. KTEA(Brief);
 - i. Test of Reading Comprehension-3;
 - j. DRA;
 - k. TOWL-3 Test of Problem Solving; and
 - l. PIAT.

D. Individualized Healthcare Plans. If a Section 504 student requires medical procedures that will prevent him or her from participating in a statewide assessment, individualized healthcare plans must be attached to the Section 504 Testing Accommodation Verification form.

E. Forms Management

1. Submission. The Section 504 Testing Accommodation Verification form must be completed and submitted, along with a copy of the student's IAP and the LEAP Data Validation form, to the district Section 504 coordinator by the district-designated date. The district Section 504 coordinator should establish the deadline for collection of the forms early enough to ensure time for review before submitting them to the LDE. School districts should contact the district Section 504 coordinator regarding the deadline. The LEAP Data Validation forms and Section 504 Testing Accommodation Verification forms should be submitted to the LDE by December 17.

2. Review. The Section 504 Testing Accommodation Verification forms and IAPs will be reviewed by a committee of LDE employees and Section 504 Statewide Task Force members for any possible testing irregularities, including potential violations of test security; appropriateness; and required information that substantiates the accommodations provided during assessment. Reviews will be scheduled throughout the month of January, to be completed by January 30. District Section 504 coordinators

will be notified concerning the place and time of review for their districts.

3. Extenuating Circumstances. The extenuating circumstances that will be considered for reviewing Section 504 Testing Accommodation Verification forms submitted after the deadline and/or after the established review period:

- a. a student is in the process of transferring from state to state or parish to parish;
- b. a student has a temporary illness or injury that is substantially limiting and will prevent him or her from having an equal opportunity on and access to statewide assessments.

F. Gifted or Talented Students with a Qualified Disability. For students who are classified as gifted or talented students and who have a qualified disability under Section 504, a Section 504 IAP and a Section 504 Testing Accommodation Verification form must be attached to the student's IEP.

G. LEAP Summer Retest and GEE Summer, Fall, and February Seniors Only Retest. Students who were identified as Section 504 or who had accommodations added to their Section 504 IAP and Section 504 Testing Accommodation Verification forms after the spring assessment must be submitted on the LEAP Data Validation form to LDE 30 days before the summer or fall retest. The Section 504 Testing Accommodation Verification form and a copy of the IAP must be forwarded to the student's summer remediation and summer or fall testing site to ensure the student receives the appropriate accommodations for instruction and assessment.

H. GEE and "Old" GEE. Students who have completed their Carnegie units but are no longer enrolled in school should receive the accommodations documented on their last IEP and Section 504 Testing Accommodation Verification forms.

I. Test Accommodations

1. Definition

Accommodation—a change in the test administration environment, timing, scheduling, presentation format, and/or method of response to the assessment.

2. Purpose of Accommodations. Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect the student's proficiency in the area tested without the interference of his or her disability.

3. General Guidelines

a. Test accommodations should not be different from, or in addition to, the accommodations provided in the classroom during instruction and assessment and as indicated on the student's IEP or Section 504 IAP. According to the 1997 amendments to IDEA, accommodations for administration of general statewide and districtwide assessments must be based on each student's needs, as documented in the student's IEP. If an accommodation, even an accommodation listed on a student's IEP or IAP, is not provided in classroom instruction or assessment, it is inappropriate to provide that accommodation during testing.

b. Selection of appropriate test accommodations should be based on a review of a student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures. This information should determine which accommodations enable the student to demonstrate best what he or she knows and can do.

c. The accommodations must never compromise the purpose of the test. For example, a test that measures reading comprehension cannot be read aloud to a student. To do so would destroy the purpose of the test, which is to measure reading comprehension.

d. Individual or small group administration must be used if the accommodations will interfere with the testing of other students, e.g., tests read aloud.

e. All provided accommodations must be marked on student answer documents as instructed in the appropriate test manual.

f. Accommodations must not compromise test security or confidentiality. Any assistance in test administration must not give away the answers. All conditions that pertain to test security and return of test materials after the test is administered apply to tests that are administered with accommodations. All test manual instructions relating to handling nontraditional secure materials for accommodations must be followed precisely.

4. Approved Accommodations for Special Education and Section 504 Students. The following accommodations, if used in classroom instruction and assessment and specified on a student's IEP or IAP and Section 504 Testing Accommodation Verification form, may be used for testing.

a. Braille. Braille editions of the test are provided for students who are proficient in this mode of access to written material. The regular print edition may be modified in braille. Supplementary test administration instructions and manipulatives are provided as needed. All responses must be transferred to the scorable answer document.

b. Large Print. Large-print editions may be used by students who use large print as an accommodation in classroom instruction and assessment. Large-print editions contain all test items that are in the regular edition. Essentially the large-print edition is an enlarged version of the regular-print edition, though the layout may vary slightly so as not to make the document more difficult for a student

to use. All responses must be transferred to the scorable answer document.

c. Answers Recorded. If a student is unable due to his/her disability to write, provisions the test administrator must record the student's answers on the scorable answer document. Scribes and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the answers. The student's responses must accurately represent the student's own choices. If a scribe is used for a writing topic, the scribe must write exactly what the student dictates without punctuation or capitalization. The student then must edit what the scribe wrote and provide punctuation and capitalization or any other changes.

d. Assistive Technology. Assistive technology can include, but is not limited to a:

- i. computer;
- ii. tape recorder;
- iii. calculator;
- iv. abacus;
- v. grip for a pencil;
- vi. visual magnification device;
- vii. communication device;
- viii. mask or marker to maintain place;
- ix. speech synthesizer; and
- x. electronic reader.

5. Extended Time/Adjusted Time. Every student must be given extended or sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. The time of day the test is administered may also be adjusted to a time more beneficial to the student. All sessions, however, must be completed within the specified test administration dates, including makeup sessions.

6. Communication Assistance. A test administrator who is fluent in the cuing or signing modality routinely used by a student should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP or IAP and Section 504 Testing Accommodation Verification form.

a. No passages, questions, or distractors (multiple choices) of any English language arts test that measures reading comprehension may be signed or cued. Such tests

include the Reading and Responding session of LEAP and GEE, Reading and Language session of iLEAP, Reading Comprehension of the ITBS and the "old" GEE, Reading session of ELDA, and corresponding session of LAA 2, and any others developed to measure this skill. Directions only to these sessions may be signed or cued. When signing or cueing, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers.

7. **Transferred Answers.** Student responses that are recorded in any format other than on the standard answer document must be transferred by the test administrator precisely as instructed in the appropriate test manual. Such formats include braille, large print, oral responses, typewritten responses, computer responses, and any other responses recorded with the assistance of mechanical or technological devices. Student responses not transferred will not be scored. If both a student's and a test administrator's handwriting appear on an answer document, only the student's writing will be scored.

8. **Individual/Small Group Administration.** Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., extended time on a timed test, tests read aloud), individual or small group administration must be used.

9. **Other.** Any necessary accommodations may be used, but they must be decided by the IEP team or Section 504 committee and listed on the student's IEP or IAP and Section 504 Testing Accommodation Verification form. The accommodation must not invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the directions on the test or assisting the student in tracking the test items.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24 et seq., R.S. 17:391-400, R.S. 17:1941 et seq., R.S. 17:397, R.S. 17:1946, and R.S. 17:1947.1.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1560 (July 2005), amended LR 32:239 (February 2006).

§3307. Limited English Proficient Students

A. All LEP students must participate in statewide assessments. LEP students qualify; however, for accommodations provided they are used in the students' regular classroom instruction and assessment. Test accommodations must not be different from or in addition to the accommodations provided in the classroom during instruction and assessment and must not compromise test security or confidentiality.

B. **Limited English Proficient Student—an individual:**

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;

3. who was not born in the United States or whose native language is a language other than English;

4. who is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency; or

5. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

6. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

a. the ability to meet the state's proficient level of achievement on state assessments described in Section 1111(b)(3);

b. the ability to successfully achieve in classrooms where the language of instruction is English; or

c. the opportunity to participate in society (PL-10710, Title IX, Sec. 9101[25].

C. Approved Accommodations for LEP Students

1. **Extended Time/Adjusted Time.** Every student must be given extended or sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or those who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. All sessions, however, must be completed within the specified test administration dates, including makeup sessions.

2. **Individual/Small Group Administration.** Tests may be administered to a small group (maximum, eight students) or to an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (e.g., extended time on a timed test, tests read aloud), individual or small group administration must be used.

3. **Provision of English/Native Language Word-to-Word Dictionary (No Definitions).** LEP students may use either a standard or an electronic English/native language word-to-word dictionary, without definitions, on all sessions of the test. On the written composition sessions of the tests, all LEP students may use an English/native language word-to-word dictionary with definitions; this is not an accommodation.

4. **Tests Read Aloud.** Students may be allowed to have portions of the tests read to them, with the exception of

portions designed to measure reading comprehension, which are clearly designated in the test administration manuals. No passages, questions, or distractors (multiple choices) of any English language arts test that measures reading comprehension may be read aloud. Such tests include the Reading and Responding session of LEAP and GEE, Reading and Language session of iLEAP, Reading Comprehension of the ITBS and the "old" GEE, Reading session of ELDA, and corresponding session of LAA 2, and any others developed to measure this skill. Directions only to these sessions may be read aloud. When reading aloud, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide cues that convey answers.

5. Test Administered by ESL Teacher or by Individual Providing Language Services. Familiarity with the speech patterns of the ESL teacher or individual providing language services may assist the student in understanding the test directions or the portions read aloud if the student receives the accommodation Tests Read Aloud.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1941 et seq. and R.S. 17:24.4 (F)(3).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1562 (July 2005), amended LR 32:240 (February 2006).

Chapter 35. Assessment of Students in Special Circumstances

§3501. Approved Home Study Program Students

A. Fourth grade students from state-approved home study programs who are seeking to enroll in grade 5 must take and score basic or above on the grade 4 LEAP English Language Arts or the Mathematics test and approaching basic or above on the other test to enroll in grade 5.

B. Eighth grade students from state-approved home study programs who are seeking to enroll in grade 9 must take and score basic or above on the grade 8 LEAP English Language Arts or the Mathematics test and approaching basic or above on either to enroll in grade 9.

C. Students from state-approved home study programs have the option of taking the grades 4 and 8 LEAP 21 Science and Social Studies tests.

D. Students from state-approved home study programs may take the GEE in grades 10 and 11.

E. Students from state approved home study programs may take the iLEAP tests in grades 3, 5, 6, 7, and 9.

F. Approved home study program students shall take the test which is designated for the enrolled grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.1-17:236.2, R.S. 17:6 (A) (10) (11) (15), R.S. 17:10, R.S. 17:22 (6), R.S. 17:391.1-17: 391.10, R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005), amended LR 32:240 (February 2006).

§3503. Homebound Students

A. Homebound students shall be administered the appropriate assessment for their enrolled grade. The test administrator must issue the test booklet and answer document each day and return the testing materials to the enrolled school daily. The test administrator must receive training in security and test administration procedures and sign a security oath.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005).

§3505. Foreign Exchange Students

A. Foreign exchange students shall take the appropriate assessment for their enrolled grade during the scheduled assessment period.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.4

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005).

§3507. Correctional Facilities

A. Students enrolled in grades 3 through 11 who are under the supervision of correctional facilities shall take the appropriate assessment for their enrolled grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3 and R.S. 17:24.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1563 (July 2005).

Title 28

EDUCATION

Index

Achievement Levels, 14, 30	Grade 8 Achievement Level Descriptors, 20
Addressing Suspected Violations of Test Security and Troubling Content in Written Responses (Constructed Responses, Short Answers, and Essays), 9	Homebound Students, 49
Administration and Scoring, 43	Inclusions and Accommodations, 42
Administrative Error, 9	Introduction, 14, 16, 30
Agency Administrative Participation, 13	Limited English Proficient Students, 48
Approved Home Study Program Students, 49	Mathematics Tests Structure, 27, 36
Assessment Populations, 4	Overview, 3
Assessment Programs, 3	Overview of Assessment Programs in Louisiana, 12
Background, 40	Participation, 5, 45
Cell Phones and Other Electronic Devices, i, 11	Performance Standards, 14, 43
Change of District Test Coordinator Notification, 8	Purpose, 3
Content Standards, 26, 35	Rescores, 38
Correctional Facilities, 49	Retests and Rescores, 29
Definitions, 5, 13	School Test Coordinator Role, 12
Description, 40, 41, 42	Science Test Structure, 36
District Test Coordinator Role, 11	Science Tests Structure, 27
Double Jeopardy Rule, 38	Security, 43
Emergencies During Testing, 10	Social Studies Tests Structure, 28, 37
English Language Arts Tests Structure, 26, 35	Special Education Needs, 44
Erasure Analysis, 8	Special Education Students, 45
Field Test Administration, 42	State BESE-Approved Instruments, 14
First and Second Cohorts, 38	Statement of Purpose, 13
Foreign Exchange Students, 49	Student Membership Determination, 29, 40, 44
GEE 21 Administration Rules, 38	Students with One or More Disabilities According to Section 504, 45
GEE 21 Transfer Students, 39	Summer Retest Administration, 39
General Provisions, 40, 41, 42, 43	Target Population, 13
Grade 10 Achievement Level Descriptors, 31	Test Security Policy, 5
Grade 11 Achievement Level Descriptors, 32	Testing and Accountability, 3
Grade 4 Achievement Level Descriptors, 16	Transfer Students, 29, 43
	Viewing Answer Documents, 10